DOCUMENT RESUME

ED 244 133 CE 038 975

AUTHOR	Calabrese, Anthony, Comp.; And Others
TITLE	Rainbow Shave Ice, Crackseed, and Other Ono Stuff. Sex Equity Goodies for the Classroom. EGO Project. Equal Goals in Occupations.
INSTITUTION	Far West Lab. for Educational Research and Development, San Francisco, Calif.; Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
SPONS AGENCY	Office for Civil Rights (ED), Washington, DC.
PUB DATE	Feb 84
GRANT	G008200801
NOTE	99p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Career Choice; Career Development; Career Education; Career Exploration; Career Planning; *Classroom Techniques; Elementary Secondary Education; Females; Instructional Materials; *Learning Activities; Males; *Nontraditional Occupations; Postsecondary Education; Sex Bias; Sex Differences; Sex Discrimination; *Sex Fairness; *Sex Stereotypes; State Curriculum Guides; Teaching Methods; Vocational Education
IDENTIFIERS	Hawaii

ABSTRACT

This activity guide was designed to supplement the Equal Goals in Occupations (EGO) sourcebook that was developed in 1978 by a team of teachers in the Central School District of the Hawaii State Department of Education. It contains activities that teachers (especially in Hawaii) can use to reduce the prevailing sex role stereotypes and biases held by students. The guide is organized into five chapters. The first chapter provides background information about sex role stereotypes in order to make teachers aware of the effects of stereotypes and the reasons that they should attempt to eliminate them in their classrooms. In the second chapter, activities are provided to increase students' awareness of the basic issues in sex bias and stereotyping, while the third chapter includes additional activities designed to enable students to examine their biases and stereotypes. The fourth chapter presents additional activities that can be used to help students to deepen their knowledge of the many vocational opportunities available to them, especially those nontraditional for their sex. Finally, the last chapter contains additional background materials for teachers and students along with materials that can be used for assessment and visual aids. (KC)

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RAINBOW SHAVE ICE, CRACKSEED, AND OTHER ONO STUFF

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Sex Equity Goodies for the Classroom

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EGO Project
Equal Goals in Occupations

February 1984

CE 038 975

Office of the State Director of Vocational Education
University of Hawaii
Honolulu, Hawaii 96822

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PREFACE

This ACTIVITY GUIDE is designed to supplement the EGO Sourcebook which was developed in 1978 by a team of teachers in the central school district of the Hawaii State Department of Education. The materials in that sourcebook addressed the significant issues of sex equity in vocational programs. In addition, numerous strategies and activities were included to reduce the prevailing sex role stereotypes and biases in the schools.

Since that publication, various studies and projects on sex equity have been completed in this state as well as across the nation. These have all contributed to building a vast storehouse of knowledge and to further insuring that students will, in actuality, have access to vocational education programs based on their informed choices. To incorporate these new resources in this GUIDE, we worked as a study team during the Summer of 1982. From the wealth of available materials, we selected and adapted only those activities which we thought would be of relevance and interest to students in Hawaii's schools.

We have enjoyed working as a team to compile these materials. Our wish is that you will enjoy using the contents to reduce sexism in the schools.

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MAHALO NUI LOA . . .

We would like to especially thank:

- VIRGINIA ING, our graphics consultant and artist whose calligraphy and sketches are found throughout this GUIDEBOOK;
- DOROTHY IGAWA, our capable assistant who was responsible for numerous details and typing the final copy; and
- All the advocates for sex equity throughout this state and across the country, particularly: the many teachers, counselors, and administrators in Hawaii's schools and community colleges who have worked to ensure sex equity in all educational programs; and the many authors of the variety of materials now available for use in the classroom. Without their commitment to advancing equity and to disseminating published materials, this GUIDE would not have materialized.

Support for the development of this GUIDE and its publication was provided by the Research Coordinating Unit of the Office of the State Director for Vocational Education at the University of Hawaii and by the Educational Equity Center for the Pacific, Far West Laboratory for Educational Research and Development, San Francisco, California. This Center is funded by the U.S. Department of Education, Civil Rights Technical Assistance and Training Program, Grant Number G008200801.

Wanted:

Fast-paced, easy-to-use class activities with a sex equity focus

Objective:

Enable students to reach sex fair career goals

Specifications:

- enjoyable
- stimulating
- mind expanding
- relevant

Reminder:

We achieve educational excellence through equity

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Super Stuff

good for preparing
the teacher to
insure readiness
in using these
activities

OVERVIEW*

WHAT IS THIS GUIDE?

This Activity Guide is a compilation of short activities that will raise the awareness of students about bias-free exploration and selection of jobs and careers.

WHO SHOULD USE THIS GUIDE?

- TEACHERS of all grade levels and subject areas who want to raise the awareness of their students about sex equity in vocational issues.
- TEACHERS who want their students to be able to choose careers according to their interests and abilities.
- TEACHERS who want to infuse sex equity into their classroom curriculum.
- LEADERS of groups and workshops on sex equity, vocational or career education who are looking for awareness activities on those topics.

WHAT DO YOU NEED TO KNOW TO USE THE GUIDE?

You need to have a general knowledge of the issues of sex equity, stereotyping, and bias-free vocational education. If you feel you need information to supplement your current knowledge, the first section of this Activity Guide contains a glossary of terms, some self-assessments and background information on stereotyping which will be helpful.

For more information, excellent resources are available on loan from the Office of the State Director for Vocational Education.

These include curriculum materials, reports on research results, films, and videotapes covering a range of sex equity concerns.

HOW SHOULD YOU USE THIS GUIDE?

- Select activities you think your students or workshop participants will understand and enjoy, and do them

  singly
  sequentially
  grouped
  once a week
  every day

  In order to really begin to change attitudes, it is important to continue to address the issues of equity consistently over a period of time.

  In order for attitudes to change, students need to

  learn new information
  have a chance to question and resist that new information
  begin to refute old stereotypes with new evidence of equity

  Only when attitudes have begun to change will behavior change.

  These activities will start the process of changing attitudes that are stereotyped.

- Supplement and expand these activities by

  continuing discussions about issues raised in the activities on the days following those lessons
  presenting films and books that address the issues of equity (the Office of the State Director for Vocational Education has resources you can borrow)

WHY SHOULD YOU ADDRESS ISSUES OF EQUITY IN VOCATIONAL EDUCATION?

The cost of sex bias in vocational education is tremendous in terms of wasted human potential and loss of wages and personal satisfaction. Students who select jobs on the basis of sex role stereotypes limit their choices. Equitable vocational education encourages students to explore all job options to discover for themselves what they like to do and what they are good at.

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*This overview was developed by Lisa Hunter, Executive Director, Educational Equity Center for the Pacific, Far West Laboratory for Educational Research and Development.

GUIDELINES FOR EFFECTIVELY TEACHING ABOUT SEX STEREOTYPING

- EXAMINE THE MODEL YOU PROVIDE FOR STUDENTS.

  Are you satisfied with the model you present to your students? Is that model free of sex-stereotyped behaviors?

- IDENTIFY YOUR STUDENTS' AWARENESS OF SEX STEREOTYPING AND THEIR ROLE EXPECTATIONS.

  Use the activities in this Guide to assess the students' awareness of sex stereotypes and to understand their expectations.

- TEACH FOR ATTITUDES AS WELL AS KNOWLEDGE AND SKILLS.

  Vocational education also aims to develop attitudes which are important for employment, such as pride in work and sense of responsibility. These attitudes are closely related to the students' feelings about themselves. Teaching about sex stereotyping directly enables students to understand their feelings about themselves, others and work.

- INTEGRATE THE CONCEPTS OF SEX STEREOTYPING AND ROLE EXPECTATIONS WITH REGULAR COURSE CONTENT.

  Vocational education provides a logical context for developing a personal understanding of sex-role stereotyping. Activities in this area should be integrated with appropriate course topics to enhance students' interest in and understanding of how sex-role stereotyping can limit career and family aspirations.

- DEVELOP AN UNDERSTANDING OF STEREOTYPING AS THE BASIS FOR INCREASING EXPANDED ROLE EXPECTATIONS.

  Students must understand the adverse effects of sex-role stereotyping and sex bias on their lives. In so doing, they will be able to make occupational choices which are suited to their needs and interest.

- CREATE A NON-THREATENING CLASSROOM CLIMATE THAT ENCOURAGES STUDENTS TO EXAMINE SEX-STEREOTYPED ASSUMPTIONS, ATTITUDES AND EXPECTATIONS.

  Students' attitudes and feelings about sex stereotyping should not be labeled as right or wrong. Feelings and attitudes are a result of individual experiences which give them personal validity. If a student, who expresses the idea that all girls should plan to have a career, is told he is 'right,' others who may have different feelings and ideas on the topic can interpret this as meaning their ideas and feelings are 'wrong.' If a student who expresses the attitude that a woman's place is in the home is told he is 'wrong,' he may close the door to further discussion and exploration of the topic.

- FOCUS ON HUMAN LIBERATION RATHER THAN LIBERATION OF ONE SEX.

  It is essential to develop an understanding among students that sex-role stereotyping is a cultural phenomenon that restricts the human potential of both sexes. The teacher's challenge is to provide balance and establish the topic as a human problem rather than that of one sex.

- DETERMINE STUDENTS' REACTIONS TO THE TOPIC DURING AND AT THE END OF THE TOPIC.

  Do they reject sex stereotyping as the norm for work and family activities? Are they able to identify subtle forms of sex stereotyping and bias? Do they perceive more occupational and family options than they did at the start of the course?

Cost of Sex Bias in Schools: The Report Card

OBJECTIVE:

TO BECOME AWARE OF HOW SEX BIAS AFFECTS GIRLS AND BOYS IN SCHOOL

ACADEMIC

GIRLS

- Girls start out ahead of boys in speaking, reading, and counting. In the early grades, their academic performance is equal to boys in math and science. However, as they progress through school, their achievement test scores show significant decline. The scores of boys, on the other hand, continue to rise and eventually reach and surpass those of their female counterparts, particularly in the areas of math and science.
- In spite of performance decline on standardized achievement tests, girls frequently receive better grades in school. This may be one of the rewards they get for being more quiet and docile in the classroom. However, this may be at the cost of independence and self-reliance.
- Girls are more likely to be invisible members of classrooms. They receive fewer academic contacts, less praise, fewer complex and abstract questions, and less instruction on how to do things for themselves.
- Girls who are gifted in mathemetics are far less likely to be identified than are gifted boys. Those girls who are identified as gifted, are far less likely to participate in special or accelerated math classes to develop this special talent.
- Girls who suffer from learning disabilities are also less likely to be identified or to participate in special education programs than are learning-disabled boys.

BOYS

- Boys are more likely to be scolded and reprimanded in classrooms, even when the observed conduct and behavior of boys and girls do not differ. Also, boys are more likely to be referred to school authorities for disciplinary action than are girls.
- Boys are far more likely to be identified as exhibiting learning disabilities, reading problems, and mental retardation.
- Not only are boys identified as having learning and reading disabilities, they also receive lower grades, are more likely to be grade repeaters, and are less likely to complete high school.

Source: This entire section on the effects of sex bias on boys and girls has been excerpted from:

Sadker, Myra P. and David M., Sex Equity Handbook for Schools (New York, N.Y.: Longman, Inc., 1982). pages 1-5.

GIRLS

PSYCHOLOGICAL AND PHYSICAL

- Although women achieve better grades than men, they are less likely to believe that they can do college work. In fact, of the brightest high school graduates who do not go on to college, 70 to 90 percent are women.
- Learned helplessness exists when failure is perceived as insurmountable. Girls are more likely than boys to exhibit this pattern. They attribute failure to internal factors, such as ability, rather than to external factors, such as luck or effort. Girls who exhibit learned helplessness avoid failure situations--they stop trying. Research indicates that teacher interaction patterns may contribute to the learned helplessness exhibited by female students.
- By high school, young women demonstrate a decline in career commitment. This decline is related to their feeling that boys disapprove of a woman using her intelligence.
- Tests reveal that the majority of female and male college students report that the characteristics traditionally associated with masculinity are more valuable and more socially desirable than those characteristics associated with femininity.
- In athletics, females also suffer from sex bias. For example, women's athletic budgets in the nation's colleges are equal to approximately 18 percent of the men's budgets.

BOYS

- Society socializes boys into an active, independent, and aggressive role. But such behavior is incongruent with school norms and rituals that stress quiet behavior and docility. This results in a pattern of role conflict for boys, particularly during the elementary years.
- Hyperactivity is estimated to be nine times more prevalent in boys than in girls. Boys are more likely to be identified as having emotional problems, and statistics indicate a higher male suicide rate.
- Boys are taught stereotyped behaviors earlier and more harshly than girls; there is a 20 percent greater probability that such stereotyped behavior will stay with them for life.
- Conforming to the male sex role stereotype takes a psychological toll. Boys who score high on sex-appropriate behavior tests also score highest on anxiety tests.
- Males are less likely than females to be close friends with one another. When asked, most males identify females as their closest friends.
- The strain and anxiety associated with conforming to the male sex stereotype also affects boys physically. Males are more likely to succumb to serious disease and to be victims of accidents or violence. The average life expectancy of men is eight years shorter than of women.

CAREERS AND FAMILY RELATIONSHIPS

- When elementary school girls are asked to describe what they want to do when they grow up, they are able to identify only a limited number of career options, and even these fit stereotypic patterns. The majority identify only two careers, teaching and nursing. Boys, on the other hand, are able to identify many more potential occupations.
- The majority of girls enter college without completing four years of high school mathematics. This lack of preparation in math serves as a "critical filter," inhibiting or preventing girls from many science, math, and technologically related careers.
- The preparation and counseling girls receive in school contribute to the economic penalties that they encounter in the workplace. Although over 90 percent of the girls in our classrooms will work in the paid labor force for all or part of their lives, the following statistics reveal the cost of the bias that they encounter.
- More than a third of families headed by women live below the poverty level.
- A woman with a college degree will typically earn less than a male who is a high school dropout.
- The typical working woman will earn 59 cents for every dollar earned by a male worker.
- Minority women earn even less, averaging only 50 percent of the wages earned by white males.
- Women are 79 percent of all clerical workers, but only 5 percent of all craft workers.
- Women must work nine days to earn what men get paid for five days of work.
- In contrast to the popular belief that things are getting better for female workers, since 1954 the gap between the wages earned by men and women has not gotten smaller.
- A majority of women work not for "extra" cash, but because of economic necessity. Nearly two-thirds of all women in the labor force are single, widowed, divorced, or separated, or are married to spouses earning less than $10,000 a year.

- Teachers and counselors advise boys to enter sex stereotyped careers and limit their potential in occupations like kindergarten teacher, nurse, or secretary.
- Many boys build career expectations that are higher than their abilities. This results in later compromise, disappointment, and frustration.
- Both at school and at home, boys are taught to hide or suppress their emotions; as men they may find it difficult or impossible to show feelings towards their family and friends.
- Boys are actively discouraged from playing with dolls (except those that play sports or wage war). Few schools provide programs that encourage boys to learn about the skills of parenting. Many men, through absence and apathy, become not so much parents as "transparents." In fact, the typical father spends only 12 minutes a day interacting with his children.
- Men and women differ in their beliefs of the important aspects of a father's role. Men emphasize the need for the father to earn a good income and to provide solutions to family problems. Women, on the other hand, stress the need for fathers to assist in caring for children and responding to the emotional needs of the family. These differing perceptions of fatherhood lead to family strain and anxiety.

THE CHANGING REPORT CARD

We sat solemnly in our seats as the roll was called. It seemed as though the day's lessons would never end. For some of us, the walk home after school was long and lonely as we explored potential alibis and excuses. The real impact of "Report Card Day" was yet to be felt.

If you have ever experienced being on the receiving end of a poor report card, then you may recall that mixture of fear and remorse as you explained your unsatisfactory grades to your parents. Your litany of excuses seemed weak in the face of the school's official evaluation. Perhaps the only effective weapon in your arsenal was the promise to mend your ways, to do better next time.

That same response can also be offered in terms of this report card on the cost of sex bias. As grim as these statistics and research findings are, they are not etched in stone. There will be other report cards, other opportunities to create an educational system that is more equitable in its treatment of both girls and boys. Change is not only possible. It is already taking place. Consider the following:

- Formerly studies indicated that as children progressed through school, their opinion of boys became higher and their opinion of girls became lower. Recent research indicates that girls now ascribe a more positive value to their own sex. This more positive self-image may reflect society's greater sensitivity to sexism and a more positive perception of the role of women.
- One-third of the women participating in a recent survey indicated a preference for a nontraditional, androgynous parenting role.
- In the report card, we reported that women's athletic budgets in 1978-79 were only 18 percent of men's budgets. But seen in perspective, a positive trend is apparent. In 1974, this figure was only 2 percent. Moreover, the number of females participating in athletics has increased 570 percent between 1970 and 1980.
- In 1958, the labor force participation rate of women stood at 33 percent; by 1980 it had reached 50 percent. Although most women are still overrepresented in low-paying jobs, barriers are falling as some women are entering higher level positions previously held only by men.

These new findings are encouraging, but many barriers still exist. For example, as far back as 1946, studies documented the extensive sex bias in textbooks. Women were frequently omitted, and when included, were portrayed in stereotypic roles. In response to these studies and to the voices of criticism, the publishing companies issued guidelines designed to help authors and editors avoid sexist portrayals. But recent analysis of school textbooks has disclosed that the number of male-centered stories has *increased* rather that decreased. Minority females remain almost nonexistent. Language is not so blatantly masculine, few women are pictured wearing aprons; but schoolbooks are still telling stories in which few women find a place.

Change seldom comes easy or fast. There are few quick and dirty tricks that will break down barriers that have existed for centuries. Identifying the problem is only the first step. In many ways, it is the easiest step to take. The real challenge and opportunity belong to teachers.

When teachers become aware of the nature and costs of sex bias in schools, they can make an important difference in the lives of their students. Teachers can change the report card or even make it obsolete. They can make sex equity become a reality for children in our schools. Then tomorrow's children, boys and girls, need not suffer from the limiting impact of sex-role stereotyping.

SELF-ASSESSMENT: IS THERE A DOUBLE STANDARD IN YOUR CLASSROOM?

Use the list of items below to rate yourself and refer to it, as often as appropriate, as a checklist and a reminder. Most importantly, think about your responses, e.g. how do you really feel about this and why; are there other behavior patterns which indicate that your thinking may be stereotyped.

---

1. Do you call attention to your students' sex by calling them "boys and girls," "ladies and gentlemen"?
2. Do you imply that males are more significant than females by using the male pronoun generically (e.g.: "Each student must complete his assignment by next week."
3. Do you ask boys to do heavy work and perform executive duties, while girls do light work and secretarial chores (e.g.: boys move furniture, girls distribute papers)?
4. Do you react negatively to boys who wear jewelry or long hair, or to girls who wear slacks or dungarees?
5. Do you plan different activities or different adaptations of the same activity for girls and for boys?
6. Does your classroom have any sex-separate areas, lists, or bulletin board sections?
7. Do you ever arrange students by sex?
    a. In separate girls' and boys' lines?
    b. In classroom seating?
    c. For class photographs?
    d. For class activities, by pairing or grouping girls and boys separately?
    e. At cafeteria tables or in auditoriums?
    f. For spelling bees or other competitions?
    g. For sports activities? Cheerleading?
8. Is your registration file or roll book arranged by sex?
9. Do you tend to direct verbal and artistic questions to girls, mathematical and scientific questions to boys?
10. Do you expect girls to be neater than boys?
11. Do you tend to discipline girls verbally and leniently, but boys physically and strictly?
12. Do you ever assign different colors to the sexes, as in your file cards, hallway passes, craft materials, or graduation robes? Do you tend to provide darker, "stronger" colors for boys, and lighter, "prettier" colors for girls?
13. Do you tend to recommend different extracurricular activities for girls than for boys?
14. Do you ever prescribe special behavior for either sex, as in saying, "Boys shouldn't hit girls," or "Ladies before gentlemen"?

Reference: Grant, Anne, Venture Beyond Stereotypes -- A Workbook for Teachers Concerned About Sex-role Stereotyping, 1979, p. 27.

Basic Stuff

GOOD FOR A SOUND KNOWLEDGE AND UNDERSTANDING OF THE ISSUES IN SEX EQUITY

identifying sex bias

DIRECTIONS:

Briefly discuss sex bias; the following comments and examples may help:

Sexism is a form of prejudice. It means prejudging and stereotyping a person on the basis of gender instead of seeing that person as an individual. Just as a racist person judges someone on the basis of race, a sexist person labels an individual according to his or her sex. Such persons assume that by knowing one's gender, you automatically know something about that person's abilities, limitations, interests or personality.

Originally, sexism referred to the attitudes and practices against women; today, sexism refers to men as well. Here are some common examples:

--- FORMING SEPARATE LINES FOR BOYS AND GIRLS

--- ASKING BOYS TO CARRY HEAVY BOOKS

--- USING PHRASES SUCH AS "CUTE, SWEET GIRLS" OR "TOUGH, STRONG BOYS"

--- SAYING "SHE CAN STUDY AS WELL AS A BOY CAN"

--- BELIEVING IN A DOUBLE STANDARD

--- USING "HE" WHEN THE REFERENT CAN ALSO BE A FEMALE

The best way to remove sex bias is through knowing the difference between fact and myth.

To help students develop skills in identifying instances of sex bias and sex discrimination in the classroom, read each of the examples on the next page carefully and discuss whether or not sex bias is present and what steps can possibly be taken to eliminate it.

Suggested alternate activity:

The teacher is to behave in a sex biased manner for approximately 10 minutes in order to have the student experience sex bias. The examples in this sex bias in the classroom may be used as a starting point. The teacher should have fun with this role-playing activity. A class discussion should follow.

IDENTIFYING SEX BIAS IN THE CLASSROOM (CONT'D)

1. "I want all boys up front where I can see them. This class is not for 'goofing off.' We are going to work hard."

2. "Could I have a boy bring these textbooks to the front office?"

3. "In this class, we will review the life of the caveman and discuss man's discovery of fire and his development of tools."

4. "Spelling bee time! Boys to the right, girls to the left. This will be an exciting contest."

5. "We will be using the drill press today. Both boys and girls will have an equal chance to work on it, but I do not want any girls going near the machine until I have demonstrated how it operates."

6. "The results of the standardized math achievement test are very encouraging. We may even have some future women mathematicians in this class!"

7. "Today in gym class we are doing some basic exercises, starting with pushups. Everybody on the floor. I want the boys to show the girls how to do a real pushup."

8. "As part of our 'future careers' program we will be listening to four speakers tomorrow morning: Mr. Jacobs will discuss the carpentry trade; Mr. Phillips, the field of medical technology; Dr. Roberts, the role of the physician in today's medicine; and Mr. Morgan, the problems of the small, independent businessman."

9. "Now class, I know some of you are upset about your grades but you will do better next test, I'm sure. Sally -- no need to worry, you are a natural. Great job! But Bob, really, you will just have to study; you cannot learn by osmosis, you know!"

Reference: Riley, Susan, A Fair Shot/An Equal Chance, 1980, pp. 13-14.

THE HOME EC HASSLE
AND THE CARPENTRY CAPER

DIRECTIONS:

Distribute "The Home Ec Hassle" and the "Carpentry Caper" on the following pages. After students have finished reading each brief story, conduct a class discussion.

a. *Tell students that this story demonstrates one way that schools exert pressure on students to conform to sex role stereotypes. In what other ways can schools create or reinforce sex role stereotypes?*

b. *What are some of the negative consequences of sex role stereotyping?*

c. *What can schools do to encourage students to avoid sex role stereotyping?*

d. *Review with the class how the characters in the story feel and behave. Then ask students to rank-order each of the characters, from the one they admire most to the one they admire least. Ask selected students to share their rank orders and to explain the rationale for their ratings.*

Reference: Sadker, David, Being a Man: A Unit of Instructional Activities on Male Role Stereotyping, 1977, p. 14

The Home Ec Hassle

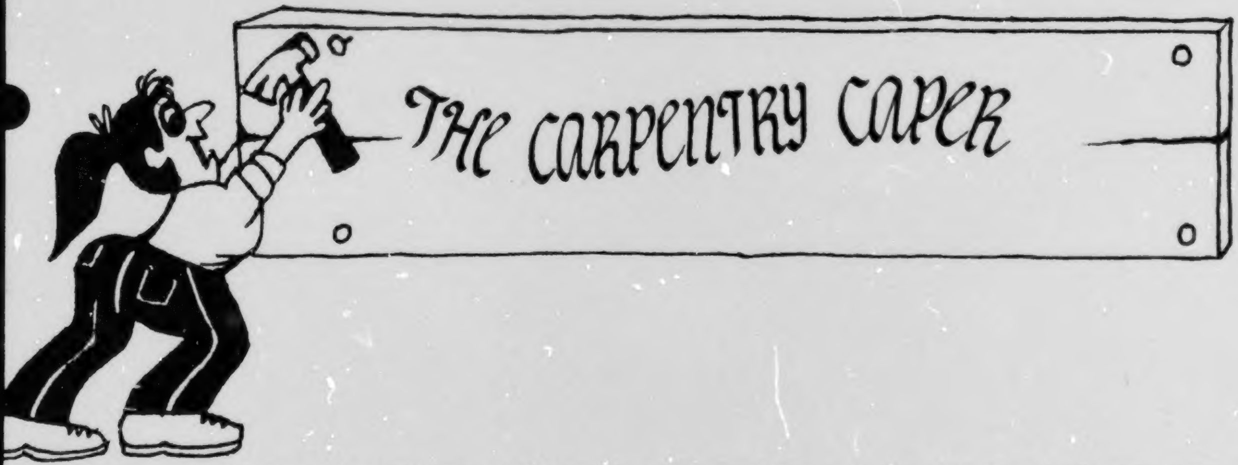
Bert, Alan, and Alika are each members of the high school football team. They are also practical boys who think that it is important to be self-sufficient and know how to take care of themselves. They want to learn about cooking, sewing, and child care, so they consider enrolling in the school's home economics course. They also think home ec may give them training for a variety of future careers.

They take their schedules of selected courses to the guidance counselor who does not react favorably to their taking home economics. "Why do you want to bother with home ec? You'll probably get married and have all the cooking and sewing taken care of for you." Despite the guidance counselor's remarks, the boys enroll in the home economics class. They expect to take some kidding, but they are surprised at the intensity of the reaction. One of their football teammates Craig leads a group of students in continually teasing and badgering them. Craig starts a fad of "happy homemaker" jokes, pins aprons on the boys' uniforms, and calls the boys the "sewing circle."

Bert's girlfriend, Lori has always enjoyed the prestige of going out with a star football player. This new turn of events is not at all to her liking. She doesn't want to be associated with the butt of a joke, and she says that if Bert doesn't quit home ec, she's going to quit him.

The football coach is upset by all the problems that this home economics course is causing. He feels that it is responsible for low team morale and calls the boys in for a conference. "Look," he says, "I'm running a football team, not a sewing circle. Now why don't you drop the home ec course before this happy homemaker thing gets out of hand." When the school principal hears of the issue, she makes it clear to the boys that they have a right to take home ec and she will support that right.

Bert is shook up by the happy-homemaker hassle, decides it's not worth upsetting the coach and the team, and drops the course. Alan concludes that he really wants to take home economics. He decides to ignore the teasing and stay in the class. Alika is so angry about the pressure being put on him that he quits the football team and joins a group of high school students who are forming a new club for men's and women's liberation.



THE CARPENTRY CAPER

Sandy, Leilani and Tina are each members of the high school's most popular female social club. They are also practical girls who think it is important to be self-sufficient and know how to take care of themselves. They want to be able to make repairs around the house and build simple furniture, so they considered enrolling in the school's Woods course. They also think that Woods may expose them to tools and skills useful in a number of future careers.

They take their schedules of selected courses to the guidance counselor who does not react favorably to their taking Woods. "There are so many things to take that are important for you," he says. "Why do you want to bother with Woods? You'll probably get married and have all the repairs taken care of for you." Despite the guidance counselor's remarks, the girls enroll in the Woods class. They expect to take some kidding, but they are surprised by the intensity of the reaction. One of their fellow social club members, Jennifer, leads several of the other club members in continually teasing and hassling them. Jennifer starts a fad of "hard hat" jokes, puts nails and screws in their lockers and on their desks, and calls the girls the "construction crew."

Sandy's boyfriend, Tony, has always enjoyed the prestige of going with one of the most popular girls in school. This new turn of events is not at all to his liking. He doesn't want to be associated with the butt of a joke, and he says that if Sandy doesn't quit Woods, he's going to quit her.

The social club advisor is upset by all the problems that this Woods course is causing. She calls together the 3 girls to stop the friction among the members. "Look," she says, "I'm advising a social club, not a construction crew. Now, why don't you drop the Woods class before this hard hat thing gets out of hand." When the school principal hears of the issue, she makes it clear to the girls that they have a right to take Woods and she will support that right.

Sandy is shook up by the construction crew hassle and decides it's not worth upsetting the advisor and club members so she drops the course. Leilani concludes that she really wants to take Woods. She decides to ignore the teasing and stay in the class. Tina is so angry about the pressure being put on her that she quits the social club and joins a group of high school students who are forming a new club for men's and women's liberation.

The Case of Pat

DIRECTIONS:

Read The Case of Pat to the class.

Discuss the case with the class.

"The Case of Pat"

Pat is just graduating from high school. Five foot nine, trim and athletic, Pat has excelled in track, winning several intra-mural competitions. Pat is also a school leader, vice-president of the senior class, and extremely popular with both male and female students. With not too much effort, Pat has managed to graduate tenth in a class of 200. To the surprise of both friends and family, Pat has decided not to go on to college, but to work as an apprentice electrician instead.

DISCUSSION QUESTIONS:

How do you feel about Pat's decision?

Did you consider Pat to be a male or a female? Why?

If Pat had been a male (female) would you have responded differently?

Do you think college is desirable for all males with the ability to complete a college curriculum? For all females?

Reference: Stebbins, L. et al, Sex Fairness in Career Guidance, 1975, pp. 56-57.

WHAT'S IN A WORD: PLENTY

DIRECTIONS:

Unscramble the following words in the left hand column to sex fair term and labels. Words in the right hand column are the related sexist terms.

1.	SUNRSEBPO	*(busboy)*
2.	ELERSNOPASS	*(salesgirl)*
3.	RIFE GETHRIF	*(fireman)*
4.	COLIPE FRICEOF	*(policeman)*
5.	GLIHFT NEDATANTT	*(stewardess)*
6.	PACHIRONERS	*(chairman)*
7.	LAMI RARICER	*(mailman)*
8.	HAMEMOREK	*(housewife)*
9.	FRUSEE CLECOLORT	*(rubbishman)*
10.	FRADTSPROSEN	*(draftsman)*

DISCUSSION QUESTIONS:

- How do sexist terms originate?
- Is it important to use sex fair terms?
- Is language changing to reflect changes in society? What are examples of this?

Note: For additional background on language usage, refer to articles in the Appendices.

Reference: Shimokawa, Janice, McKinley High School, 1982.

WHAT'S IN A WORD - ANSWER KEY

KEY: Busperson
Salesperson
Fire Fighter
Police Officer
Flight Attendant
Chairperson
Mail Carrier
Homemaker
Refuse Collector
Draftsperson

BIAS IS A FOUR-LETTER WORD

DIRECTIONS:

Read aloud the 12 statements. As each is read, students should vote "yes" or "no" on whether the statement is biased.

Conduct a class discussion on the statements and views of the students.

Try to reach class consensus.

1. BOYS ARE BETTER MECHANICS THAN GIRLS.
2. GIRLS AND BOYS LIKE MANY OF THE SAME ACTIVITIES.
3. GIRLS ARE BETTER STUDENTS THAN BOYS.
4. BOYS ALWAYS HAVE MORE SELF-CONTROL THAN GIRLS.
5. STUDENTS SHOULD OBEY SCHOOL RULES.
6. HOME ECONOMICS IS FOR GIRLS.
7. ADMISSION PRICE IS $1.50 FOR EACH COUPLE; $1.00 FOR SINGLES.
8. ALL VOCATIONAL TRAINING PROGRAMS ARE OPEN TO BOTH BOYS AND GIRLS.
9. SCHOOL IS MORE IMPORTANT FOR BOYS THAN GIRLS.
10. WOMEN MAKE BETTER NURSES.
11. WOMEN MAKE BETTER TEACHERS THAN MEN DO.
12. SCIENCE IS TOO COMPLICATED FOR GIRLS.

Reference: TABS, Aids for Ending Sexism in School, Vol. V, No. 2, 1982.

you said a mouthful

DIRECTIONS:

Have students vertically fold a sheet of paper in half and number each column from one to eight. The left hand column should be titled "male," the other "female." Then for each statement referring to a male, ask them to write in the "male" column the first descriptive word or slang term that comes to mind. Ask students to do the same for the statements referring to females.

When the exercise is over, discuss the results and the impact that language has on our thoughts and behaviors.

Male/female statements are in mixed order as follows:

1. Unmarried 45 year-old men. Unmarried 45 year-old women.
2. Females who dominate their family. Males who dominate. . .
3. Males who are outspoken with their opinions. Females who are outspoken. . .
4. Wives who boss their spouses. Husbands who boss. . .
5. A teenage boy who is unmarried and sexually active. A teenage girl who is unmarried. . .
6. A teenage girl who drinks, tells dirty jokes, or swears. A teenage boy who. . .
7. A man who excels in sports. A woman who. . .
8. A woman whose job is cleaning house and cooking. A man whose. . .

Reference: Clark, Linda, "Jack and Jill Fight Back", SRA Helps You Handle Stereotyping, Vol. 1, No. 1., 1975.

Myth vs. Reality

DIRECTIONS:

1. *Divide class into small groups.*
2. *Ask each to discuss and complete the "Opinionnaire" on the following page.*
3. *Assign a different color marker to each group.*
4. *On a large master chart of the ranking scale (strongly agree to strongly disagree), ask each group to record their responses with the color marker. This will show where and how the groups differ in their answers.*

   Option: Duplicate the "Opinionnaire" for overhead projection.
5. *After the students have completed the recording of their answers, discuss their findings*

BACKGROUND MATERIALS:

Use the following fact sheet "The Myth and the Reality" as background to familiarize yourself with the issues and responses. The information on the fact sheet will also enable you to help students think through the value-laden questions and answers which may arise.

NOTE:

Do not draw conclusions for the students. Let them look at both sides of the issues and draw their own conclusions.

MYTH VERSUS REALITY

Opinionnaire

Directions: Read each item. Indicate whether or not you agree or disagree with the statement by marking the appropriate number.

rongly gree | Agree | Undecided | Disagree | Strongly disagree

10 9 8 7 6 5 4 3 2 1 0

1. A woman's place is in the home.
2. Women are not *seriously* attached to the labor force; that is, they work only for extra "pin money."
3. Women are absent from work more than men because of illness; therefore, they cost the company more.
4. Women don't work as many years or as regularly as men; their training is costly, and largely wasted.
5. When women work, they deprive men of job opportunities; therefore, women should quit those jobs they now hold.
6. Women should stick to "women's jobs" and should not compete for "men's jobs."
7. Women don't want responsibility on the job; they would prefer not to have promotions or job changes which add to their load.
8. Children of working mothers are more likely to become juvenile delinquents than children of non-working mothers.
9. Men don't like to work for women supervisors.
10. Housewives are happy women.
11. Education is wasted on women.
12. Women have a higher turnover and absenteeism rate than men.
13. Women get married, then quit work.

10 9 8 7 6 5 4 3 2 1 0

FACT SHEET: THE MYTH AND REALITY

THE MYTH	THE REALITY
1. A woman's place is in the home.	Homemaking is no longer a full-time job. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home. Today half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the growth of the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
2. Women aren't *seriously* attached to the labor force; they work only for "pin money."	Of the 31 million women in the labor force in March 1970, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 5.7 million were married and had husbands with incomes between $3,000 and $7,000 -- incomes which, by and large, did not meet the criteria established by the Bureau of Labor Statistics for even a low standard of living for an urban family of four.
3. Women are out ill more than male workers, they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.9 days a year for women compared with 5.2 for men.
4. Women don't work as long or as regularly as their male co-workers; their training is costly--and largely wasted.	While it is true that many women leave work for marriage and children, this absence is only temporary for the majority of them. They return when the children are in school. Despite this break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force. Studies on labor turnover indicate that net difference for men and woman is generally small.

THE MYTH AND THE REALITY (CONT'D)

THE MYTH	THE REALITY
	The 1968 rates for accessions and separations in manufacturing for men and women were 4.4 and 5.6, and 4.4 and 5.2, respectively, per 100 employees.
5. Women take jobs away from men; in fact, they ought to quit those jobs they now hold.	There were 31.5 million women in the labor force on the average in 1970. The number of unemployed men was 2.2 million. If all the women stayed home and the unemployed men were placed in the jobs held by women, there would be 29.3 million unfilled jobs. Moreover, most unemployed men do not have the education or the skills to qualify for the jobs held by women, such as secretaries, teachers, and nurses. In addition, the majority of the 7 million single women in the labor force support themselves, and nearly all of the 5.9 million widowed, divorced, or separated women working or seeking work support themselves and their familes. They also need jobs.
6. Women should stick to "women's jobs" and shouldn't compete for "men's jobs."	Jobs, with extremely rare exceptions, are sexless. Women are found in all of the 479 occupations listed in the 1960 decennial census. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. For example, although few women work as engineers, studies show that two-thirds as many girls as boys have an aptitude for this kind of work.
7. Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.	Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1970, 4.3 million women held professional and technical jobs; another 1.3 million worked as nonfarm managers, officials, and proprietors. Many others held supervisory jobs at all levels in offices and factories.
8. The employment of mothers leads to juvenile delinquency.	Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.

THE MYTH AND THE REALITY (CONT'D)

THE MYTH	THE REALITY
9. Men don't like to work for women supervisors.	Most men who complain about women supervisors have never worked for a woman. In one study where at least three-fourths of both the male and female respondents (all excecutives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41 percent of the firms indicated they hired women executives, none rated their performance as unsatisfactory: 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.
10. Housewives are happy women.	Wives are sixty times more likely to become depressed than single women.
11. Education is wasted on women.	Nine out of 10 young women will spend 25 or more years working. The more education a woman has, the more likely she is to work.
12. Women have a higher turnover and absenteeism rate than men.	Numerous studies have found that turnover and absenteeism were more related to the level of job than sex. There is a higher turnover rate in less rewarding jobs, regardless of the sex of employees.
13. Women get married and quit work.	Sixty percent of working women are married, and one-third of all mothers work.

Numbers 1 thru 9 furnished by U.S. Department of Labor, Employment Standards Administration; Women's Bureau, Washington, D.C. 20210.

Reference: Educational Challenges, Inc., Today's Changing Roles: An Approach to Non-Sexist Teaching, p. 101.

Stump The Experts

DIRECTIONS:

Circle the correct answer.

1. Women make up _____ of the nation's paid work force.

   a. 22% b. 41% c. 54%

2. _____ of American women between the ages 18 and 64 are employed outside the home.

   a. 41% b. 34% c. 54%

3. _____ of American men between the ages 18 and 64 are employed outside the home.

   a. 74% b. 86% c. 91%

4. The average woman in the U.S. today can expect to spend _____ years in the work force.

   a. 11.4 b. 22.9 c. 31.2

5. The average man in the U.S. today can expect to spend _____ years in the work force.

   a. 36 b. 42 c. 51

6. Out of every 10 young women in high school today, _____ will work for pay outside their homes at some point in their lives.

   a. 5 b. 7.4 c. 9

7. Both husband and wife work in _____ of the nation's marriages.

   a. 35% b. 47% c. 28%

8. A woman who has children can expect to work for pay for _____ years of her life.

   a. 5-6 b. 9-13 c. 15-25

9. _____ out of every 10 girls now in high school will be responsible for supporting themselves and their children.

   a. 4 b. 6 c. 8

10. For every $1.00 employed men earn, employed women earn _____.

    a. 95¢ b. 76¢ c. 59¢

11. Most men and women work for the same reason: economic necessity.

    a. True b. False

12. By the year 2000, men and women are expected to be participating in the paid force in approximately equal numbers.

    a. True b. False

STUMP THE EXPERTS - ANSWER KEY

Answers

1. b Today women are 41 percent of the paid work force.

2. c Fifty-four percent of all American women between ages 18 and 64 are employed for pay outside the home.

3. c For American men of the same age group, the percentage is 91.

4. b The average young woman today can expect to work outside her home for 22.9 years. She will be in the paid work force for: 40 years if she is single
30 years if she marries but has no children

5. b The average young man today can expect to be in the paid work force for 42 years.

6. c 9 out of 10 young women now in high school will work for pay at some time in their lives; 6 out of 10 will work full-time outside their homes for at least 30 years.

7. b 47 percent of all married couples in the U.S. are now composed of a husband and a wife both working for pay outside the home.

8. c A woman can expect to work between 15 and 25 years depending on the number of children that she has.

9. a 4 out of 10 young women now in high school will become heads of families; they may be entirely responsible for their own financial support and for the support of their children.

10. c Women working for pay full-time year round earn only 59¢ for every dollar that men earn; the difference between the average yearly incomes of males and females working for pay has increased over the past 20 years.

11. a 68 percent of all women working for pay today work for economic need; they support themselves or their families, or they supplement the incomes of husbands who earn $9,000 or less a year.

12. a By the year 2,000, if not before, men and women will be participating in the paid work force in approximately equal numbers.

Note: For additional information on the above items, refer to the charts/graphs in the appendices.

Reference: Matthews, Martha and McCure, Shirley, Try It, You'll Like It!, 1978, pp. 16-19.

What's Your E.Q.?

Equity Quotient

DIRECTIONS:

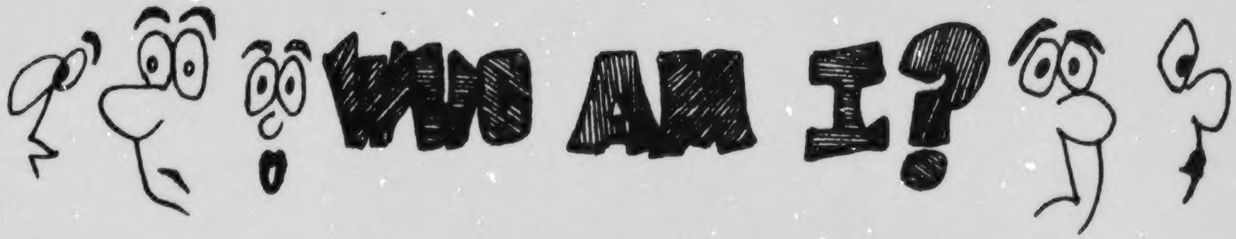
Divide the class into small groups. Each group will be given the following questions to discuss and then report back to the class.

1. What sex is the Cookie Monster on Sesame Street?
2. Name one product advertised in a very masculine manner.
3. Name one woman on television who is portrayed as a "typical" female.
4. List one song title that represents a sex bias.
5. What comic strip character is the "typical" male or female?
6. Why are cats usually referred to as she and dogs as he?
7. List one reason why girls in high school should not play strenuous sports.
8. Give one example of a situation where men and women are usually treated differently because of sex.
9. What career would you hesitate to recommend to females because of sex bias?
10. What career would you hesitate to recommend to males because of sex bias?
11. What fairy tale emphasizes sex bias?
12. Name one magazine that is considered sexist.

Reference: Slater, Shirley, Sex Equity in Vocational Education: Teaching/Learning Materials, 1978, p. 5.

OnoOnoStuff

Good for self-awareness and getting rid of biases and stereotypes



WHO AM I?

DIRECTIONS FOR STUDENTS:

Break into pairs and list several answers to complete each sentence. When the responses have all been recorded, share these with the entire class.

- *I see myself in five years as* ______________________________
- *I see myself in ten years as* ______________________________
- *More than anything else, I want* ____________________________
- *The things I look for in a friend are* ________________________
- *The best thing I like about myself is* ________________________
- *The thing I want more than anything else in the world is* __________ ____
- *The thing I love more than anything else in the world is* __________ ____
- *I get upset when I see a boy* ______________________________
- *I get upset when I see a girl* ______________________________
- *Society teaches boys they should* ___________________________
- *Society teaches girls they should* ___________________________
- *I have learned that boys should never* ________________________
- *I have learned that girls should never* _______________________

Reference: Riley, Susan, A Fair Shot/An Equal Chance, 1980, p. 12.

How Sexist Am I?

DIRECTIONS FOR STUDENTS:

Discuss the following questions in small groups. Upon completion, share the group's ideas with the entire class.

The responses to and discussion on these questions will enable individuals to become aware of their own sexist attitudes.

1. Do I generally praise a boy for being big and strong?
2. Do I pity girls who are unable or unwilling to be fashionable?
3. Do I draw attention to boys wearing long hair?
4. Do I ever tell a girl that she dresses like a boy?
5. Do I generally show acceptance to boys who are athletic rather than to those who are artistic?
6. Do I ever comment on a girl's behavior by saying She acts so boyish?
7. Do I tease boys for being sissy?
8. Do I notice the lack of athletic opportunities for girls when there are usually plenty of boys?
9. Do I ever discourage a girl from entering a non-traditional career?
10. Do I react negatively to the limited activities provided for boys in the areas of art, drama, and dance?
11. Do I protest when a class activity requires the segregation of males and females?

HOW SEXIST AM I? (CONT'D)

12. Do I use slang such as jock, tomboy, chick, and broad?

13. Do I really believe that a girl's first priority today must be planning for marriage and children?

14. Do I protest when I notice that there are more scholarship opportunities for boys than there are for girls?

15. Do I expect boys to be more mechanically inclined than girls?

Reference: Riley, Susan, A Fair Shot/An Equal Chance, 1980, pp. 26-27.

THE IDEAL ADOLESCENT

DIRECTIONS:

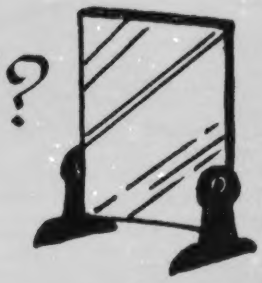
Instruct the students to call out adjectives or phrases which describe what they consider to be the ideal adolescent. Be sure not to specify the sex of this hypothetical person. When all the words have been written on the board, repeat the exercise for the ideal male adolescent, then for the ideal female adolescent. Label each group of words with the appropriate designation.

DISCUSSION QUESTIONS:

- Discuss the differences in the descriptions.
- Why are such distinctions made?
- What is the value of such categorizing?
- Do such ideal persons exist?

Reference: Clark, Linda, "Jack and Jill Fight Back", SRA Helps You Handle Stereotyping, Vol. 1, No. 1., 1975.

How Do You See Yourself?



DIRECTIONS:

1. *Pass out one copy of the following activity sheet to each student. Point out that this is a self-analysis -- there's no pass or fail, no right or wrong, and you won't be collecting the papers.*

2. *Have students score their own tests by adding the scores for the odd numbers, then for the even numbers.*

3. *Discuss:*

   - *To what extent do you think that the traits with odd numbers make up a stereotype for what is expected of boys? Even numbers for what is expected of girls?*
   - *In what ways are these stereotypes changing?*
   - *Is there any real reason why any of these characteristics should be labeled "masculine" or "feminine"?*
   - *Do most people have some characteristics from each column?*
   - *What problems might you encounter if you were predominantly sweet, gentle, tender, sensitive? What if you were mainly aggressive, dominant and competitive?*
   - *Create a dream personality. List the ten qualities you think would make an ideal person. Do you know anyone like this?*

COMMENTS:

Be ready for remarks about homosexuality in a senior high class. Point out that homosexuality is a sex preference, not a personality trait. Focus discussion on the idea that a person with a good balance of personality traits may get along better than someone whose makeup is mostly described by one column or the other.

ANDROGYNY TEST: HOW DO YOU SEE YOURSELF

ACTIVITY SHEET

DIRECTIONS FOR STUDENTS:

Using the following numbers, score yourself 1, 2, 3 or 4 for each of the twenty adjectives describing personality. An analysis of the test is given on the next page.

1. usually not or rarely
2. occasionally or sometimes
3. often or usually
4. quite often or very much

Column I	Column II
____ 1. AGGRESSIVE	____ 2. AFFECTIONATE
____ 3. AMBITIOUS	____ 4. COMPASSIONATE
____ 5. ASSERTIVE	____ 6. GENTLE
____ 7. ATHLETIC	____ 8. LOVING TO CHILDREN
____ 9. COMPETITIVE	____ 10. LOYAL
____ 11. DOMINANT	____ 12. SENSITIVE TO OTHERS
____ 13. FORCEFUL	____ 14. SYMPATHETIC
____ 15. INDEPENDENT	____ 16. TENDER
____ 17. SELF-RELIANT	____ 18. UNDERSTANDING
____ 19. WILL TAKE A STAND	____ 20. WARM

DIRECTIONS FOR SCORING:

To analyze your personality perceptions through the androgyny test, first add up the numbers in Column I, then in Column II.

Now compare the two scores. If there is a difference of more than 10 points, your personality (as you see it) is weighted predominantly with the stereotypes of the column with the 10+ points. Column I contains common characteristics of the male stereotype and Column II, the female stereotype.

Reference: Calabrese, Marylyn E. et al, The Tredyffrin/Easttown Program: A Comprehensive Model for Public School Districts, 1979, pp. 99-102.

Who Will Do The Housework?

DIRECTIONS FOR STUDENTS:

Consider who performs each household task in your present home and who will do it in your own home when you are an adult. Mark M for male and F for female.

Class discussion should follow.

Present Household	Future Household	Chore
_____	_____	Washing dishes
_____	_____	Mowing the lawn
_____	_____	Taking out the trash
_____	_____	Sweeping and mopping
_____	_____	Ironing clothes
_____	_____	Fixing electrical appliances
_____	_____	Taking care of the baby or children
_____	_____	Cooking meals
_____	_____	Starting the outdoor grill (hibachi) fire
_____	_____	Washing the car
_____	_____	Buying clothing
_____	_____	Paying bills
_____	_____	Grocery shopping
_____	_____	Cleaning the bathroom
_____	_____	Car repairs and general maintenance
_____	_____	Household repairs

SUGGESTED QUESTIONS:

How would you characterize those tasks which you labelled as female? How about those you labelled male? Are there any differences between the responsibilities in your present home as compared to your future home? Are the responsibilities more sex stereotyped in either home? If yes, which one? Why?

Reference: Freitas, Sharon, Nanakuli High School, 1982.

OPINIONS ABOUT BOYS & MEN

DIRECTIONS:

Have the students individually complete "Opinions About Boys and Men" on the next page. Then hold a group discussion centered on their responses.

You might begin the discussion of specific questions by first asking for a tally of the responses and then exploring the reasons why students agreed or disagreed with the statements. There may also be statements which elicited particularly strong responses. In this case, you might ask students to select those statements which they would like to discuss first. There is no need to discuss all the statements; in fact, it is likely that a few statements will generate very lengthy and perhaps animated discussions. In some cases, you may want to compare the boys' and girls' responses.

Reference: Thompson, Doug, As Boys Become Men: Learning New Male Roles, 1980, pp. 4-5.

OPINIONS ABOUT BOYS AND MEN

DIRECTIONS:

Circle the number between 1 and 5 which best indicates whether you agree or disagree with each of the following statements. Circle "5" if you strongly agree, and use "2", "3", "4" for responses in between.

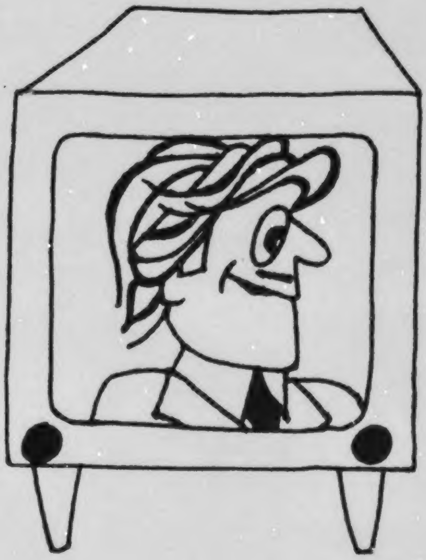
		Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1.	Men should be expected to make a living for their families.	1	2	3	4	5
2.	Boys should compete in sports because "it will make men of them."	1	2	3	4	5
3.	Boys should learn basic skills in taking care of themselves, such as cooking, sewing, repairing things.	1	2	3	4	5
4.	Boys understand math better than girls.	1	2	3	4	5
5.	Men are very emotional.	1	2	3	4	5
6.	It's okay for a man to be a homemaker while his wife works at a job to support both of them.	1	2	3	4	5
7.	It is more important for a boy to go to college than it is for a girl to go to college.	1	2	3	4	5
8.	Both girls and boys should have courses in school to help them learn to be good parents.	1	2	3	4	5
9.	There are some jobs around the house which are more natural for men to do.	1	2	3	4	5
10.	Boys shouldn't cry. They need to be strong instead.	1	2	3	4	5
11.	It's important for a woman to stay home and take care of her husband and children.	1	2	3	4	5
12.	Girls are stronger than boys.	1	2	3	4	5
13.	Boys aren't very good babysitters.	1	2	3	4	5
14.	When it comes to washing and ironing clothes, women do a better job than men.	1	2	3	4	5

T. V. & the Real World

DIRECTIONS:

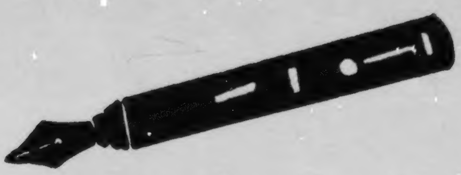
Discuss TV characters with the class. Stimulate discussion by bringing magazine pictures of TV characters to class or reading a few TV program descriptions.

DISCUSSION QUESTIONS:



- Name and discuss a stereotype male TV character. Is he the main character? Is he respected? Does he have a responsible job?
- Name and describe a non-stereotyped male TV character. Was it difficult to think of many? Is he the main character? Is he respected or put down? Does he have a responsible job? Is he a comical character?
- Name and describe a stereotype female TV character. Is she the main character?
- Name and describe a non-stereotyped female TV character. Is she the main character? How is she different from the stereotype female character?
- Are these characters similar to real people you know? Do they represent people as they are in the real world?

Dear Abby, I....



DIRECTIONS FOR STUDENTS:

Divide into small groups. Each group will develop Abby's response and share both their response as well as the reasons for it with the class.

1. Dear Abby,

   I am engaged to be married next summer. Just recently I mentioned to my boyfriend that I'm planning to work. He got very angry and said he could earn enough money to support us. What should I do?

   Signed,

   Want to work

2. Dear Abby,

   I just graduated from high school and I got a summer job at a local bank. I was shocked to discover the bank president, who is my boss, is a woman. I feel uncomfortable taking orders from her. Am I going to have trouble working for a woman?

   Signed,

   Worried

3. Dear Abby,

   I enjoy sports and love my woodworking class. Sometimes I really wish I had been born a boy. It seems to me that there are advantages to being a man in today's world. Am I crazy? What do you think?

   Signed,

   Confused

5. Dear Abby,

I need your opinion. My brother and his wife have been making these strange plans -- he will stay at home to care for their new baby and she will enroll as a carpenter's apprentice. Isn't this most unusual?

Signed,

Concerned sister

6. Dear Abby,

I earn $12,000 as a legal secretary. My fiance is earning minimum wages at the neighborhood service station. He doesn't want me to continue my job since he wants to be the main provider. We are arguing about this. What can I say and what should I do.

Signed,

Troubled

7. Dear Abby,

I think the household chores should be distributed equally between my twin sister and me. I have to mow the lawn, take out the garbage and wash the car. My sister only helps with the dishes. What should I tell my parents.

Signed,

Twin brother

Reference: Buckman, Karen and Pfeiffer, Catherine Ann, Little Bo-Peep Presents the Outreach Speech, 1981, pp. 41-43.

ROLE REVERSAL

DIRECTIONS:

1. Divide the total class into same-sex groups of three to four students each.

   Each group should imagine that they are the opposite sex. They are to brainstorm advantages of being that sex, record these advantages on a sheet of paper and star the two that seem the best. Groups will have five minutes to complete their task.

2. After five minutes, have the small groups meet together as a total group.

3. Ask each small group to share with the total group the top two advantages of being the opposite sex.

   After a small group reports what it thinks are the advantages of being the opposite sex, ask for feedback from the sex being described. For example, if the small group is all female and they are reporting on what they think are the advantages of being male, turn to a group of males and ask: "What is your reaction to that? Do you consider those to be advantages of being male? What are the costs of those advantages? What disadvantages are there to that?"

   Finally, ask the reporting group the following question: "Is there any reason you can't have the advantage you described?"

4. If advantages listed are all social--discuss advantages when working or applying for a job.

   Follow the same procedure for each small group.

5. Have an open class discussion on the advantages and disadvantages.

Reference: Wesner, Bitsy, ed., Toward Equality, publication date not given, p. 151.

TAKE A STAND!

DIRECTIONS:

VALUE VOTING - *The students are asked the questions below. After each question, participants indicate their position by a show of hands. Affirmative responses are indicated by raised hands; disagreement indicated by arms folded over chest; passing is indicated by no action at all.*

OPTIONAL DIRECTIONS:

The students will all stand in front of the class. An imaginary line is drawn in the middle of the classroom. Label one section "Yes" and the other section "No".

As each question is asked, the students will move to either side of the line to indicate their position.

QUESTIONS

HOW MANY OF YOU. . .

1. Think it should be o.k. for a man to stay at home as a house-husband, and for the wife to be the main breadwinner?
2. Would be offended if a date opened doors, etc., for you? (Males - your date opened her own door.)
3. Would feel somewhat uncomfortable if a female student said that she was determined to become a heart specialist? A senator? President of the United States?
4. Have ever wished that you had been born a member of the opposite sex?
5. Think that men dislike highly intelligent women?
6. Think that boys shouldn't play with dolls?
7. Sometimes play dumb when you are with a group of friends?
8. Sometimes play dumb in class?
9. Think that boys should help with washing the dishes, making beds, and other housekeeping tasks?
10. Think that it is o.k. for girls to ask boys for dates?
11. Would like to be whistled at when you walk down the street?
12. Think a woman should marry a man who is smarter than she is?
13. Think a man should marry a woman who is smarter than he is?
14. Think it is appropriate for a woman to work when she has pre-school children?
15. Would not like to work for a woman boss?

Reference: Wesner, Bitsy, ed., Toward Equality, no publication date given, pp. 46-47.

STUCK WITH MY STEREOTYPES

DIRECTIONS FOR STUDENTS: PART I

This activity has two parts to it which should be completed without interruption. Part II is on the next page.

Check the things in the appropriate column that you would not do.

FOR BOYS ONLY

Because I am a boy I would not:

____ cook for a girl
____ knit
____ wash dishes for a girl
____ ask a girl to pay her way on a date
____ let a girl pay for me on a date
____ wear a dress in a play
____ use hairspray
____ wear "speedo" swim trunks
____ cry
____ cry in front of a girl
____ take home economics in school
____ swear in front of a girl
____ talk about sex in front of a girl
____ hit a girl
____ kiss my father
____ carry a girl's purse for her
____ wear beads or other jewelry

FOR GIRLS ONLY

Because I am a girl I would not:

____ smoke a pipe or cigar
____ wear curlers in front of a boy
____ let a boy wash dishes for me
____ pay my own way on a date
____ pay for a boy, as well on a date
____ dress like a man in a play
____ wear a necktie
____ kiss a boy before he kissed me
____ beat a boy at a sport
____ try to join a boy's club or team
____ take an industrial arts class in school
____ swear in front of a boy
____ talk about sex in front of a boy
____ hit a boy
____ hold my girlfriend's hand in public
____ phone a boy just to talk
____ ask a boy out on a date

STUCK WITH MY STEREOTYPES. (CONT'D)

DIRECTIONS FOR STUDENTS: PART II.

Now, check the things on the appropriate list that you would not want your boy or girl friend to do. Discuss your responses to Part I and Part II. Do you have double standards?

FOR BOYS ONLY

I would be upset if my girl friend:

_____ didn't care much about her looks
_____ spent a lot of time on her looks
_____ didn't wear any makeup
_____ wore curlers in front of me
_____ couldn't cook
_____ could beat me at some sport
_____ was better at repairing things than I
_____ was physically stronger than I
_____ was taller than I
_____ got better grades than I
_____ had more education than I
_____ had a lot more money than I
_____ paid her way on dates
_____ sometimes paid for me on dates
_____ smoked a pipe or cigar
_____ swore in front of me
_____ phoned me more than I phoned her
_____ made most of our decisions

FOR GIRLS ONLY

I would be upset if my boy friend:

_____ didn't care much about his looks
_____ spent a lot of time on his looks
_____ wore cologne or permed his hair
_____ cried in front of me
_____ liked to sew or knit
_____ wasn't good at sports
_____ was physically weaker than I
_____ could cook better than I
_____ was shorter than I
_____ got better grades than I
_____ had more education than I
_____ had a lot more money than I
_____ asked me to pay my way on dates
_____ took home economics in school
_____ didn't open doors for me
_____ didn't help me carry packages
_____ swore in front of me
_____ made most of our decisions

Reference: The Lee County Office of Career Education, Providing Guidance Strategies for Eliminating Career Sex Stereotyping, 1979, pp. 93-94.

Lining Up Around Sex Role Stereotypes

DIRECTIONS:

1. *Write the following occupations horizontally across the top of the chalkboard: business executive, doctor, principal, engineer, pilot, ballet dancer, nurse, homemaker, secretary, nursery school teacher.*
2. *Tell students to select the occupation they would most like to role play for a friend or a younger student. Once students have made their choices, tell them to go to the board and physically stand near the occupation they have selected. You can expect more than one or even several students to select some of the more popular career choices.*
3. *After students are standing by their selected occupations, ask them to look around the room and summarize any patterns they can find in how other students selected occupations. It is very likely that, with a few exceptions, most boys will be standing on the left side of the board and most girls will be standing toward the right side of the board.*
4. *Conduct a class discussion.*
   a. *Why did boys generally choose one set of occupations and girls choose another set of occupations?*
   b. *Are boys naturally better at being executives, doctors, principals, engineers, and pilots? Are girls better at being dancers, nurses, homemakers, secretaries, and nursery school teachers?*
   c. *Ask the boys who chose occupations on the right side of the board, or the girls who selected the traditionally male occupations, why they made that decision. Ask them how they felt when most of the people around them were of the other sex? (Or, if no students made nontraditional choices for their sex, ask students how they feel about the pattern they see--all boys on one side, all girls on the other.)*
   d. *Write the terms "role," "stereotype," and "sex role stereotyping" on the board. Help students arrive at the following definitions:*

      role: A BEHAVIOR PATTERN TYPICALLY EXPECTED BY OUR SOCIETY OF PEOPLE SHARING A COMMON CHARACTERISTIC.

      stereotype: AN UNCRITICAL OR OVERSIMPLIFIED BELIEF REGARDING THE CHARACTERISTICS OF A PARTICULAR GROUP WHICH IS BASED ON THE ASSUMPTION THAT BECAUSE MEMBERS OF THE GROUP SHARE ONE CHARACTERISTIC, THEY ARE SIMILAR IN MANY OTHERS.

      sex role stereotyping: THE ASSUMPTION THAT BECAUSE MALES SHARE A COMMON SEX, THEY ALSO SHARE ONE COMMON SET OF ABILITIES, INTERESTS, VALUES, AND ROLES, AND THAT BECAUSE FEMALES SHARE A COMMON SEX, THEY SHARE A DIFFERENT COMMON SET OF ABILITIES, INTERESTS, VALUES, AND ROLES.

   Explain to students that sex role stereotyping reflects oversimplified thinking and that it ignores our individual differences.

Reference: Sadker, David, Being a Man: A Unit of Instructional Activities on Male Role Stereotyping, 1977, pp. 11-12.

Meet The Source

DIRECTIONS:

1. *Pass out a 3 x 5 card to each student. They should not put their names on the cards.*

2. *They will answer 3 questions as follows:*

    1. *Write one thing about yourself you like or like to do that is stereotypical of your sex?*

    2. *Write one thing about yourself you don't like or don't like to do that is stereotypical of your sex.*

    3. *Write one thing about yourself you like or don't like to do that is typical of the opposite sex.*

3. *Pool and mix all the cards after students respond to the 3 questions.*

4. *Students will pick a card from the pool. They will then go around and find the person who matches the card by asking questions.*

5. *When all participants have found their source, ask each one to introduce the person who matches the card and report on the three items on that person's card.*

NOTE: To provide incentive for finding "the source" as quickly as possible, give a prize to the first 3 to 5 persons who have found their "source."

Reference: Wesner, Bitsy et al, Toward Equality, publication date not given, pp. 145-146.

WHO DUN IT? A TALE OF TWINS

DIRECTIONS:

1. *Write "Nancy and Nick" on the board. Read over each question below, then point to the name of each twin, and ask students to raise their hand for the twin described.*

2. *Tabulate the results on the board.*

3. *When the questions have all been tabulated, discuss the stereotypes associated with each response.*

QUESTIONS:

1. Once there were twins named Nancy and Nick. When they were called to breakfast, one twin was always late. Which twin was it?

2. One twin helped set the table and pour the milk. Which twin was it?

3. One twin was a messy eater. Which twin was it?

4. At school one twin was an A student in Woods. Which twin was it?

5. At school one twin as an A student in Home Economics. Which twin was it?

6. One twin loved athletics and played on the varsity basketball and tennis team. Which twin was it?

7. One twin was very popular and won the election for student body president. Which twin was it?

8. One twin was extremely concerned about wearing the appropriate clothes to school and on dates. Which twin was it?

9. One twin talked on the phone all the time so that no one else in the family got a chance. Which twin was it?

10. One twin planned to enter college as a nursing major. Which twin was it?

Reference: The Lee County Office of Career Education, Providing Guidance Strategies for Eliminating Career Sex Stereotyping, 1979, pp. 67-68.

My 30th birthday

DIRECTIONS:

Have students indicate their gender on a corner of a sheet of paper and complete the sentence "Today is My 30th Birthday" by imagining their:

- residence
- occupation(s)
- family size, if applicable
- income level
- future plans after age 30

Teacher reads the various student scenarios indicating whether they are from a male or female. Compare and contrast. Discuss differences and their reasons.

OTHER VARIATIONS:

Use the above format.

Have females pretend they are male and plan their future. Reverse for males.

Ask the females what they want to be when they are 30 years old. Then ask what they would want to be at the age of 30 if they were male. Reverse for males in class. Compare lists.

CHALLENGING THE STEREOTYPES

DIRECTIONS:

1. *Draw an imaginary line to divide the room in half. Label one side "boys" and the other side "girls."*

2. *Students are asked to stand (in front of class) and move to either side of the line to indicate who does the activity or what their viewpoint is for each of the following. They must choose the more dominant sex even though both sexes may engage in the activity.*

a. WHO WASHES THE DISHES AT HOME?
b. WHO PLAYS ON AN ATHLETIC TEAM?
c. WHO LOVES TO PLAY WITH CHILDREN?
d. WHO SPENDS MORE TIME IN THE BATHROOM?
e. WHO HAS MORE TALENT IN THIS CLASS - BOYS/GIRLS?
f. WHO IS THE HEAD OF THE HOUSEHOLD - FRED OR WILMA FLINTSTONE?
g. WHICH SEX IS MORE "SOCIAL?"
h. WHICH SEX LACKS MOTIVATION TO ACHIEVE?
i. WHICH SEX IS MORE AGGRESSIVE?
j. WHICH SEX HAS GREATER VERBAL ABILITY?
k. WHICH SEX IS MORE ACTIVE?
l. WHICH SEX IS MORE COMPLIANT?
m. WHICH SEX IS MORE DOMINANT?
n. WHICH SEX IS MORE NURTURING (MATERNAL)?
o. WHICH SEX IS MORE COMPETITIVE?
p. WHICH SEX IS MORE PASSIVE?

NOTE: See "Helpful Info for the Teachers" on the following pages for responses to items g - p.

Use this information as background for discussion with the students to increase their understanding of the commonalities as well as variations between boys and girls.

HELPFUL INFO FOR THE TEACHER

MYTH, REALITY AND SHADES OF GRAY: WHAT WE KNOW AND DON'T KNOW ABOUT SEX DIFFERENCES[1]

by Eleanor Emmons Maccoby and Carol Naby Jacklin

In a dispassionate look at all the evidence, two researchers lay the state of our psychological knowledge out flat. Yes, girls differ from boys, but...

The physical differences between men and women are obvious and universal. The psychological differences are not. Yet people hold strong beliefs about sex differences, even when those beliefs fail to find any scientific support.

Some popular views of sex differences are captured in a scene from the Rodgers and Hammerstein musical, *Carousel.* A young man discovers he is to be a father. He rhapsodizes about the kind of son he expects to have. The boy will be tall and tough as a tree, and no one will dare to boss him around. It will be all right for his mother to teach him manners, but she mustn't make a sissy out of him. The boy will be good at wrestling, and able to herd cattle, run a riverboat, drive spikes.

Then the prospective father realizes, with a start, that the child may be a girl. The music moves to a gentle theme. She will have ribbons in her hair. She will be sweet and petite, just like her mother, and suitors will flock around her. There's a slightly discordant note, introduced for comic relief from sentimentality, when the expectant father brags that she'll be half again as bright as girls are meant to be. But then he returns to the main theme: his daughter will need to be protected.

The lyrics in this scene reflect some common cultural stereotypes. There are also some less well-known stereotypes in the social science literature on sex differences. We believe there is a great deal of myth in both the popular and scientific views about male-female differences. There is also some substance.

In order to find out which generalizations are justified and which are not, we spent three years compiling, reviewing and interpreting a very large body of research--over 2,000 books and articles--on the sex differences in motivation, social behavior, and intellectual ability. We examined negative as well as positive evidence. At the end of our exhaustive and exhausting search, we were able to determine which beliefs about sex differences are supported by evidence, which beliefs have no support, and which are still inadequately tested.

First, the myths.

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[1] From: Psychology Today, December 1974, pp. 109-112. Permission to reprint granted by Maccoby.

GIRLS ARE MORE "SOCIAL" THAN BOYS (g)

There is no evidence that girls are more likely than boys to be concerned with people, as opposed to impersonal objects or abstract ideas. The two sexes are equally interested in social stimuli (e.g., human faces and voices), and are equally proficient at learning by imitating models. They are equally responsive to social rewards such as praise from others, and neither sex consistently learns better for this form of reward than for other forms.

In childhood, girls are no more dependent than boys on their caretakers, and boys are no more willing than girls to remain alone. Girls do not spend more time with playmates; the opposite is true, at least at certain ages. The two sexes appear to be equally adept at understanding the emotional reactions and needs of others, although measures of this ability have been narrow.

Any differences that do exist in the sociability of the two sexes are more of kind than of degree. Boys are highly oriented toward a peer group and congregate in larger groups; girls associate in pairs or small groups of children their own age, and may be somewhat more oriented toward adults, although the evidence on this is weak.

GIRLS LACK MOTIVATION TO ACHIEVE (h)

In the pioneering studies of achievement motivation, girls were more likely to report imagery about achievement when asked to make up stories to describe ambiguous pictures, as long as the instructions did not stress either competition or social comparison. Boys need to be challenged by appeals to their ego or competitive feelings, for their achievement imagery to reach the level of girls'. Although boys' achievement motivation does appear to be more responsive to competitive arousal, that does not imply that they have a higher level of achievement motivation in general. In fact, when researchers observe behavior that denotes a motive to achieve, they find no sex differences or find girls to be superior.

MALES ARE MORE AGGRESSIVE THAN FEMALES (i)

A sex difference in aggression has been observed in all cultures in which aggressive behavior has been observed. Boys are more aggressive physically and verbally. They engage in mock-fighting and aggressive fantasies as well as direct forms of aggression more frequently than girls. The sex difference manifests itself as soon as social play begins, at age two or two and a half. From an early age, the primary victims of male aggression are other males, not females.

Although both sexes become less aggressive with age, boys and men remain more aggressive through the college years. Little information is available for older adults.

GIRLS HAVE GREATER VERBAL ABILITY THAN BOYS (j)

Girls' verbal abilities probably mature somewhat more rapidly in early life, although a number of recent studies find no sex differences. During the period from preschool to early adolescence, the sexes are very similar in their verbal abilities. But at about age 11, they begin to diverge; female superiority increases through high school, and possibly beyond. Girls score higher on tasks that involve understanding and producing language, and on "high-level" verbal tasks (analogies, comprehension of difficult written material, creative writing) as well as "lower-level" measures (such as fluency and spelling).

IS ONE SEX MORE ACTIVE THAN THE OTHER? (k)

Sex differences in activity level do not appear in infancy. They begin to show up when children reach the age of social play. Some studies find that during the preschool years, boys tend to be more active, but many studies do not find a sex difference. This discrepancy may be partially traceable to the kind of situation in which measurements are made. Boys appear to be especially stimulated to bursts of high activity when other boys are present. But the exact way in which the situation controls activity level remains to be established.

Activity level is also affected by motivational states--fear, anger, curiosity--and therefore is of limited usefulness in identifying stable individual or group differences. We need more detailed observations of the vigor and quality of children's play.

IS ONE SEX MORE COMPLIANT THAN THE OTHER? (1)

During childhood, girls tend to be more obedient to the commands and directions of adults. But this compliance does not carry over into relationships with peers. Boys are especially concerned with maintaining their status in their peer group, and therefore are probably more vulnerable than girls to pressures and challenges from that group, although this has not been well-established. It is not clear that in adult interactions, one sex is consistently more willing to comply with the wishes of the other.

IS ONE SEX MORE DOMINANT THAN THE OTHER? (m)

Dominance appears to be more of an issue in boys' groups than in girls' groups. Boys make more attempts to dominate each other than do girls. They also more often attempt to dominate adults.

But the dominance relations between the sexes are complex. In childhood, the segregation of play groups by sex means that neither sex frequently tries to dominate the other; there is little opportunity. When experimental situations bring the two sexes together, it is not clear whether one sex is more successful in influencing the behavior of the other. In mixed adult groups or pairs, formal leadership tends to go to the males in the early stages of an interaction, but the longer the relationship lasts, the more equal influence becomes.

ARE NURTURANCE AND "MATERNAL" BEHAVIOR MORE TYPICAL OF ONE SEX? (n)

There is very little information about the tendencies of boys and girls to be nurturant or helpful toward younger children or animals. Cross-cultural work does indicate that girls between six and ten are more often seen behaving nurturantly. In our own society, the rare studies that report nurturant behavior involve observation of free play among nursery-school children. These studies do not find sex differences, but the setting usually does not include children who are much younger than the subjects being observed. It may be that the presence of younger children would elicit sex differences in nurturant behavior.

Very little information exists on how adult men respond to infants and children, so we can't say whether adult females are more disposed to behave maternally than adult males are to behave paternally. But if there is a sex difference, it does not generalize to a greater female tendency to behave altruistically. Studies of people's willingness to help others in distress have sometimes found men to be more helpful, sometimes women, depending on the identity of the person needing help and the kind of help that is required. Overall, the sexes seem similar in degree of altruism.

IS ONE SEX MORE COMPETITIVE THAN THE OTHER? (o)

Some studies find boys to be more competitive than girls, but many find the sexes to be similar in this regard. Almost all the research on competition has involved situations in which competition is maladaptive. For example, two people might be asked to play the prisoner's dilemma game, in which they have to choose between competitive strategies that are attractive to the individual in the short run, and cooperative strategies that maximize both players' gains in the long run. In such situations, the sexes are equally cooperative.

In settings where competitiveness produces greater individual rewards, males might be more competitive than females, but this is a guess based on common-sense considerations, such as the male interest in competitive sports, and not on research in controlled settings. The age of the subject and the identity of the opponent no doubt make a difference too; there is evidence that young women hesitate to compete against their boyfriends.

ARE FEMALES MORE PASSIVE THAN MALES? (p)

The answer is complex, but for the most part negative. The two sexes are highly alike in their willingness to explore a novel environment, when they both have freedom to do so. Both sexes are highly responsive to social situations of all kinds, and although some individuals tend to withdraw from social interaction and simply watch from the sidelines, they are as likely to be male as female.

We said earlier that girls are more likely to comply with adult demands, but compliance can take an active form; running errands and performing services for others are active processes. Young boys seem more prone than girls to put out energy in bursts of strenuous physical activity, but the girls are not sitting idly by while the boys act; they are simply playing more quietly. Their play is fully as organized and planned, possibly more so. When girls play, they actively impose their own design upon their surroundings as much as boys do.

It is true that boys and men are more aggressive, but this does not mean that females are the passive victims of aggression--they do not yield or withdraw in the face of aggression any more frequently than males do, at least during the phases of childhood that have been observed. We have already noted the curious fact that while males are more dominant, females are not especially submissive, at least not to boys and girls their own age. In sum, the term "passive" does not accurately describe the most common female personality attributes.

We must conclude from our survey of all the data that many popular beliefs about the psychological characteristics of the two sexes have little or no basis in fact. Yet people continue to believe, for example, that girls are more "social" than boys, or are more suggestible than boys, ignoring the fact that careful observation and measurement show no sex differences.

The explanation may be that people's attention is selective. It is well-documented that whenever a member of a group behaves the way an observer expects him to, the observer notes the fact, and his prior belief is confirmed and strengthened. But when a member of the group behaves in a way that is not consistent with the observer's expectations, the behavior is likely to go unnoticed, so the observer's prior belief remains intact.

This probably happens continually when those with entrenched ideas about sex differences observe male and female behavior. As a result, myths live on that would otherwise rightfully die out under the impact of negative evidence.

More Goodies

good for
vocational awareness
and learning
about the real world
of work

Who Will Plan My Career?

DIRECTIONS: *Duplicate this page and the following two case studies for the students. Have students work independently or in small groups to conduct the case analysis. Although the cases involve two women, the male perspective is equally important to consider and discuss.*

TO THE STUDENTS:

Sometimes if you decide not to decide on your career goals, someone else will do it for you. One common way of deciding not to decide is procrastination, or putting off the decision. At one time or another you have probably caught yourself saying something like, "I'll cross that bridge when I come to it," or "I'll worry about that tomorrow." Sometimes it really is better to delay a decision, if, for example, we have insufficient knowledge upon which to base our decision at the present time. But, sometimes we try to fool ourselves and in the end the "right time" for the decision never does arrive. In many cases other people are not willing to wait, and so, they may go ahead and make the decision for us. A good way to avoid this pitfall is to find out just how much time you have to make the decision, get all the information you can within that time. then make your decision based on that information. One of our goals here is to help you get all the information you will need to make a good career decision. So, you really do have the choice of who will plan your career. This choice is very important to you as you consider a non-traditional occupation. Let's take a look at how two women, Susan and Fran, go about making their career choice.

Agriculture
Data Processing
Drafting
Auto Mechanics
Nursing

DIRECTIONS FOR STUDENTS:

Read the case stories of Susan the Secretary (Case I) and Fran the Fender Mender (Case II). Use the workchart to identify the decisions and their features. Analyze and discuss your findings.

Reference: Thomas, Hollie B. et al, Overcoming Barriers to Entering Non-Traditional Occupational Preparation Programs, 1979, pp. 3.61-3.65.

WHO WILL PLAN MY CAREER? (CONT'D)

CASE I: SUSAN THE SECRETARY

Susan is thirty years old, and the mother of two children. Her husband, Bob works for the local sugar company. He likes his job, and his income is adequate to support the family. But, lately Susan has begun to feel the need to develop some sort of career for herself, something outside the home. Her children are ages seven and nine now, and it's not like they really need her at home all the time. And, wouldn't it be nice to earn some money for herself? So, Susan has decided to look for a job.

The big question now is: What kind of job does she apply for? A friend who works in the state employment office has told her of a secretarial position that will be open soon. But, the pay is really low, and the work is boring. Besides, it would be a drag to stay indoors every day. The same friend jokingly mentioned an opening for a carpenter's apprentice with a local construction firm. Susan feels inclined to give some consideration to the carpentry job, unconventional as it seems. She has always enjoyed working with her hands, and most of the work would be out of doors. The job would certainly be more fun for her than typing, and the pay is several times what she could expect in the secretarial position.

But, what would her friends say? and the neighbors? and her mother-in-law? And--of course--Bob would never stand for it. No wife of his is going to work on a construction crew! And the employer would certainly never consider a woman for the job.

After brief consideration of the two alternatives, Susan sets aside any ideas of breaking into a male occupation, applies for the secretarial position, and resigns herself to the low pay and subordinate roles involved in such a career.

What Decisions Were Made?	Who Made the Decisions?	Advantages and/or Disadvantages of the Decision.

CASE II: FRAN THE FENDER MENDER

Fran is nineteen years old, single, and living in an apartment with a roommate. For the last year or so she has been working as a cashier in a supermarket, but she is becoming more bored each day. During the long hours of operating the cash register and bagging food, Fran has dreamed about all the different and exciting careers she might get into. But, now she has gotten beyond the point of daydreaming. She has decided to start looking for a new job, and her one requirement is that it be something she likes!!

Fran finds that she has several options available to her. A bank in town has openings for a receptionist and a teller, and she can qualify for either of those positions. But, the salaries are no more than she is making now, and Fran is sure she can do better. Besides, the bank is open Saturday morning, and that fact would severely disrupt her weekends. Just today Fran heard that an automotive body shop across town needs a paint and body person, and is willing to train an inexperienced applicant. It's exciting to think of breaking out of the boring, low-paying jobs women are expected to do.

Talking over the options with her mother and with her roommate, Fran finds that both of them are strongly opposed to the idea of her even considering the body shop job. Her roommate thinks the job would reduce Fran's femininity, and her mother is afraid she would be inviting sexual harassment from co-workers if she took the job.

After thinking over the alternatives for a couple of days, Fran decides that she can handle the disapproval from her friends and family. With a mixture of determination and apprehension, she goes to the automotive body shop and applies for the paint and body position.

What Decisions Were Made?	Who Made the Decisions?	Advantages and/or Disadvantages of the Decision

IDENTIFYING MY INTERESTS

DIRECTIONS FOR STUDENTS:

On the list on the following page, you'll find a number of activities that you might do in vocational education classes. You might do these to:

- *have fun or learn new things*
- *learn skills for working around the house*
- *learn skills for working for pay outside your home*

Read the list and answer the questions about your interest and experience in each activity by marking an "X" in the columns where your answer is yes. You can make as many or as few X's as you need to: if you are interested in an activity, have tried it yourself, and have seen both women and men do it, you should make four X's in the row next to that activity, one in each column. If you aren't interested in an activity, have never tried it, or have never seen either a woman or a man do it, you don't need to mark any X's at all.

SUGGESTED ADDITIONAL ACTIVITY:

For those activities in which you are interested, list or discuss possible jobs available locally.

Reference: Matthews, Martha and McCune, Shirley, Try It, You'll Like It!, 1978, pp. 11-13.

Working With People? Plants? Things? Machines? Houses?

IDENTIFYING MY INTERESTS (CONT'D)	I am interested in:	I have tried:	I have seen a woman do this:	I have seen a man do this:
Growing plants, flowers, or vegetables				
Driving a truck or heavy machinery				
Arranging flowers				
Selling something to a stranger				
Learning about credit agreements				
Performing laboratory tests with chemicals				
Doing complicated arithmetic problems				
Reading an insurance policy				
Taking care of people who are ill				
Working in a hospital				
Cooking an entire meal				
Fixing up a room just the way you want it				
Taking care of a child for 24 hours				
Repairing your own clothes				
Sewing something you can use or wear				
Doing all the grocery shopping for your family for a week				
Keeping a budget				
Working with a computer				
Typing a letter				
Managing an office				
Reading or drawing a blueprint				
Tuning up an engine				
Fixing an electrical appliance				
Building something out of wood				
Giving someone a haircut				
Fixing a leaking faucet				
Working with power tools				
Making something with metal				
Working with technical instruments				
Working with marine life				
Entertaining - singing, dancing, acting				
Lifting heavy objects				
Greeting and talking with strangers				

IDENTIFYING MY INTERESTS (CONT'D)

NOW LOOK AT YOUR ANSWERS. DO YOU SEE ANY PATTERNS?

- *What interests do you have which you think are traditional for someone of your sex?*
- *What interests do you have which you think are not traditional for someone of your sex?*
- *Are you more likely to have tried activities when you've seen them done by someone of your own sex or people of both sexes than when you've only seen them done by someone of the opposite sex?*

WHEN YOU REVIEW THE LIST OF ACTIVITIES, ARE THERE ANY THAT YOU THINK ONE SEX IS NATURALLY MORE SUITED TO THAN THE OTHER?

- *Which ones?*
- *Why?*
- *Which activities have you seen done well by persons of both sexes?*

ARE THERE ANY CHANGES YOU WOULD LIKE TO MAKE IN YOUR OWN INTEREST AND EXPERIENCE PATTERNS?

- *Are there any activities you think you might be interested in that you haven't tried because you think they might not be right for someone of your sex? What are they?*
- *If you haven't tried an activity yourself, how do you know whether it interests you? Whether you're good at it?*
- *List activities usually done by the opposite sex which you think might be useful or interesting for you to learn.*
- *Which of your interests could you explore further in vocational education courses which are not traditional for your sex?*

DISCOVERING AND DEVELOPING YOUR OWN INDIVIDUALITY ISN'T A MATTER OF AUTOMATICALLY REJECTING EVERYTHING WHICH IS TRADITIONAL FOR YOUR SEX AND DOING ONLY THOSE THINGS WHICH ARE TRADITIONAL FOR THE OPPOSITE SEX. IT IS A MATTER OF TRYING A NUMBER OF DIFFERENT THINGS AND FINDING THOSE WHICH ARE RIGHT FOR YOU. THE THINGS THAT YOU DO BEST AND LIKE BEST MAY BE A MIXTURE OF TRADITIONAL "FEMININE" AND TRADITIONAL "MASCULINE" THINGS. ONLY YOU CAN DECIDE THE BEST THINGS FOR YOU TO DO, BUT TO DECIDE WELL YOU NEED TO GIVE YOURSELF A FAIR CHANCE.

DON'T ASSUME THAT BECAUSE YOU ARE A FEMALE OR A MALE CERTAIN ACTIVITIES AREN'T RIGHT FOR YOU OR THAT YOU WON'T BE GOOD AT THEM. RESEARCHERS HAVE FOUND THAT THERE ARE VERY FEW ABILITY DIFFERENCES BETWEEN FEMALES AND MALES, AND THAT THOSE FEW DIFFERENCES WHICH DO EXIST DESCRIBE AN "AVERAGE FEMALE" OR AN "AVERAGE MALE," NOT PARTICULAR INDIVIDUALS. YOU MAY BE VERY GOOD AT OR VERY INTERESTED IN ACTIVITIES WHICH ARE NOT "AVERAGE" FOR YOUR SEX. THAT'S FINE, BECAUSE YOU'RE NOT AN "AVERAGE" PERSON ANYWAY-- YOU'RE YOU, AN INDIVIDUAL. BEING GOOD AT ACTIVITIES WHICH AREN'T TRADITIONAL FOR YOUR SEX DOESN'T MEAN YOU CAN'T ALSO BE GOOD AT ACTIVITIES WHICH ARE TRADITIONAL FOR YOUR SEX. TRY BOTH KINDS OF ACTIVITIES, YOU MIGHT LIKE THEM.

FIND OUT WHAT'S RIGHT FOR YOU. EXPLORE YOUR INTERESTS AND ABILITIES.

Life / Work Planning

Retirement
Goals
Career Change
Income
Residence
Education
Children
Leisure

DIRECTIONS FOR STUDENTS:

As you read through the following, note with an asterisk (*) any details that seem similar to situations which you have known or of which you have heard.

Discuss how the individuals would have benefitted from life/work planning or decision-making skills. What are some examples from your own life experiences?

1. Ben's brothers had all gone to work in the family restaurant when they finished high school. Many of his other relatives had gone to work there as well -- it was a family tradition. When he was in eleventh grade Ben started looking for a part-time job and his parents pressured him to work at the restaurant too. Ben preferred working by himself rather than around a lot of people, and he really enjoyed the outdoors. But because he couldn't think of anything else to do and because he didn't want to disappoint his family, he finally went to work at the restaurant just as everyone wanted him to.

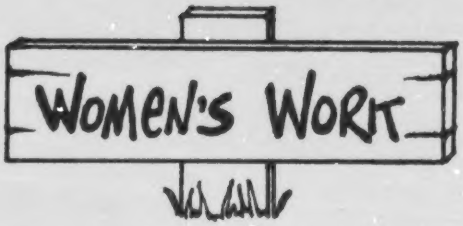
2. Dawn became pregnant when she was in the tenth grade. She had never considered saying "no" to her boyfriend, and she had just assumed getting pregnant would never happen to her. When she decided to keep the baby she expected to have fun taking care of it. Now the baby seems to cry a lot and needs something all the time. She's dropped out of high school, and her parents resent having to support her and the baby. Dawn never thought motherhood would be like this.

WHY DO WE NEED LIFE/WORK PLANNING? (CONT'D)

3. Joe never thought much about his future; he just figured that things would "work out." He had never checked into any training programs or colleges and he felt that with a high school diploma he had more education than most of his friends anyway. He never applied for any part-time jobs during high school because he felt, "You're only young once!" Toward the end of his senior year everyone started bugging him and asking him, "What are you going to do, Joe?" He just said, "I don't know," and spent most of his time listening to music in his room and worrying.

4. Nani did well in school but she never chose her classes too carefully. She just selected the courses that met at the best times, had the easiest teachers, and seemed like fun. Nani was very artistic and always felt she could be a good graphic designer. During her senior year she applied to the graphic design program at her local technical college. She was not accepted into the program because she had not taken any of the required math courses. "I never thought I'd need any math to do design work," said Nani to her friends.

Reference: Gassman, Roberta and Deutsch, Nancy, Increasing Options Through Life/Work Planning, 1981, pp. 15-16.



DIRECTIONS:

Using either the suggested list below or a list of jobs developed by students, ask them to determine which jobs are for men only, which jobs are for women only, and which jobs could be done by either a man or a woman with equal success. To help the students identify the gender that they attach to a certain job, simply ask them to visualize a person who they associate with that job and then indicate the gender of that person. This activity could be done either as a public vote (show of hands) or as a checklist given to each student individually and discussed as a group.

Ask the students to examine the skills needed for those careers which they generally describe as being appropriate for one sex only. Are those skills a "natural" attribute of that sex group or are there other reasons why boys (or girls) generally wouldn't choose a particular career?

ARCHITECT

ASTRONAUT

BALLET DANCER

CHEMIST

DRESS MAKER

FARMER

FIREFIGHTER

FLORIST

FOREST RANGER

GARBAGE COLLECTOR

GAS STATION ATTENDENT

HEAVY EQUIPMENT OPERATOR

HIGH SCHOOL PRINCIPAL

LAWYER

LIBRARIAN

MEDICAL DOCTOR

PLUMBER

PRE-SCHOOL TEACHER

REPORTER

SCHOOL NURSE

SECRETARY/RECEPTIONIST

SUPERMARKET CASHIER

TAILOR

TELEPHONE OPERATOR

UMPIRE

WRITER

ZOO KEEPER

MEN'S WORK AND WOMEN'S WORK (CONT'D)

Ask the students to look more closely at six careers in particular: firefighter, medical doctor, nurse, pre-school teacher, high school principal, and receptionist/secretary. Initially, ask them to speculate about the benefits and costs of each of the careers, including such things as salary ranges, hours spent working, exciting and boring aspects, physical hazards, psychological stress, demands and rewards, and the training required to prepare for the career.

If the students do not have clear information about these benefits and costs, have them do research on these six careers through interviews of individuals engaged in the work, statistics from the Department of Labor, or information from professional associations which represent each career area. Re-examine the benefits and costs, and, in particular, determine the percentage of men and women in each of the careers.

What conclusions might be drawn about "men's work" and "women's work"? Would the boys choose a career which is stereotyped as a women's career? Do the boys seriously consider the costs (hazards, physical stress, long hours) of some men's careers as well as the benefits (status, money, power)?

Reference: Thompson, Doug, As Boys Become Men: Learning New Male Roles, 1980, pp. 30-31.

OCCUPATIONAL STATUS

DIRECTIONS FOR STUDENTS:

The following is a list of several occupations. Rank order these occupations on the basis of their importance according to your opinion. Place a 1 by the most important occupation, a 2 by the next most important, and so forth until you place a 15 by the occupation which you consider to have the least importance.

Rank

____ BUTCHER
____ CARPENTER
____ CASHIER
____ CLERGYMAN
____ CONSTRUCTION WORKER
____ RESTAURANT COOK
____ ENGINEER
____ FARMER
____ NURSE
____ PHYSICIAN
____ SALESPERSON
____ SECRETARY
____ TEACHER
____ TRUCK DRIVER
____ WAITER & WAITRESS

Now place an M beside those occupations you think are mostly for males and an F beside those occupations you think are mostly for females.

RELATED ACTIVITIES:

Class discussion should follow. Suggested questions:

What were your reasons for ranking the occupations as you did?

Do males or females seem to have the jobs you considered to be most important? Why?

Reference: Rice, Eric et al, Sex Stereotyping, Bias, and Discrimination in the World of Work: A Workbook, 1976, p. 18.

Help Wanted

DIRECTIONS FOR STUDENTS:

1. Here is a list of occupations. Read it carefully. Put (F) in front of the jobs that are usually held by females, (M) in front of the jobs that are usually held by males, and (B) in front of the jobs that are usually held by both males and females:

_____ DAIRY FARMER

_____ BOOKKEEPER

_____ GAME WARDEN

_____ SALES CLERK

_____ NURSE

_____ TV STATION MANAGER

_____ PIANO TEACHER

_____ HOTEL MANAGER

_____ DRESSMAKER

_____ RECEPTIONIST

_____ SCHOOL TEACHER

_____ HORSE TRAINER

_____ ANTIQUE DEALER

_____ FLORIST

_____ SECRETARY

_____ BEAUTICIAN

_____ CASHIER

_____ PHOTOGRAPHER

_____ AUTO MECHANIC

_____ DENTIST

_____ CAFETERIA COOK

2. Go back to the list above and write task-based want ads for five or six of the occupations. Be sure to identify the skills and training you think are necessary to perform this job.

3. Compare the skills you have identified in your want ads with the above male/female checklist. Could jobs which are usually performed by men also be done by women? Could those done by women also be performed by men?

Reference: Kent, Martha W. et al, Competence is for Everyone: Unit 3. Male and Female, 1978, p. 57.

What Will It Cost To Cross The Line?

I. BACKGROUND:

The costs of pursuing a non-traditional occupation vary with the individual, but tend to fall into three separate categories:

1. financial
2. personal
3. job related

For many women the major concern is, "What is it going to cost me to enter a non-traditional occupation? What will be the cost of the special training or education necessary for me to find a job?" Although some craft areas offer apprenticeships with pay, other non-traditional careers for women require training in approved programs. Specific training costs will be considered in a later workshop.

Secondly, personal costs must be considered. What personal changes in attitudes, perceptions, and aptitudes must I make to find employment? What personal/societal barriers must I overcome and resolve?

Job related costs refer to such things as on-the-job harassment from male workers, and possibly from the general public. Although most women now employed in traditionally male fields find ways of dealing with harassment, most would state that they view it as a challenge, or part of the job, or just something to live with and ignore. It too, can be overcome. Generally, harassment takes the form of good natured kidding, outspoken negativism, or over zealous competition.

II. CASE:

Barbara is a graduate of Waipahu High School. During the summer she completed a truck driving course and has found a job with Standard Oil. Her instructors failed to mention that she might receive harassment from males when she began to drive her own "rig." Put yourself in Barbara's place.

III. DIRECTIONS:

Divide into small groups.

1. Make a list of the kinds of harassment you think Barbara will receive.
2. Give suggestions for Barbara to cope with the harassment. Share with the class.
3. Describe Barbara's personality and character.
4. What kind of family, friends, boyfriends would Barbara need to support her?
5. Name 5 non-traditional careers of men and women you've seen in Hawaii. Be specific.

Reference: Thomas, Hollie, B. et al, Overcoming Barriers to Entering Non-Traditional Occupational Programs, 1979, pp. 3.10-3.11.

Hiring & Firing

DIRECTIONS FOR STUDENTS:

1. Break into groups of 4-6. Include both boys and girls in each group.
2. Each small group will have the following tasks:

   Each group represents the personnel board of a large business. This board has the responsibility of making *two* decisions today:

   a. Because of financial losses you must cut back on your payroll which requires the laying off of two employees.

   b. One of your employees must be promoted to supervisor of a special production unit. Four experienced persons aged 26-56 comprise this unit. They've been working together as a team for four years now. Their former supervisor recently quit in order to take a higher paying position with another company. You must decide who will be the new supervisor.
3. Read over, "Description of Employees Under Consideration," on the next page.
4. First, make your own individual decisions. Be prepared to defend your choices--the two who will be laid off and the one who will be promoted--to the rest of your group.
5. Then each group or board is to reach consensus in choosing which employees to lay off and which one to promote. Each group is to choose a leader or chairperson who will be responsible for initiating the discussion and for making sure that everyone on the board gets a chance to contribute to the discussion. The chairperson will report to the large group at the end of 15 minutes.

Reference: Wolleat, Patricia L. et al, Freedom for Individual Development: Counseling and Guidance, 1977, p. 44.

Description of Employees Under Consideration

GEORGE SOUZA is a 45-year-old man with a family of 6 children and a wife whom he supports. George has been with the company for 15 years, knows everyone and is well liked by his fellow employees. His supervisor notes that he has been somewhat slack in doing his work of late. But the supervisor believes that with a "good talking to" and close supervision, George will resume his good production rating.

KAREN CHING is a woman in her early thirties whose production rate is well above average. Her husband is a well paid working professional. Karen has no children. Her supervisor describes her as an assertive go-getter. Karen is respected by her fellow employees, but is sometimes seen as being a bit distant. Karen has been with the company five years.

TED PACCARO, a recent college graduate, has just started in the company. His supervisor has noted that he brings many innovative ideas and lots of energy to his job. His production output has been average to good; he has made substantial progress since he joined the company and is seen as having considerable promise. Ted is single and is known to have "his eye on the executive suite."

LISA KAAWA is 25 years old. She has two young children who stay at a well-run day care center during working hours. Lisa's husband earns a modest living as a fireman. While Lisa's work is viewed as consistently good by her supervisor, Lisa herself is described as quiet and unassuming. Lisa has been with the company for the past two years.

How Much Doe$ It Pay?

PART I.

DIRECTIONS FOR STUDENTS:

Working in small groups, place in rank order the following eight jobs in what you think is the highest paying to the lowest paying. Then try to estimate the percent of women holding jobs in each occupation.

CARPENTER
TYPIST
LICENSED PRACTICAL NURSE
TELEPHONE OPERATOR
TRUCK DRIVER
PLASTERERER
REGISTERED NURSE
AUTO BODY REPAIRER

		Rank Order	Percent of Women Holding Jobs
Highest Paying	1.	____________________	_____ %
	2.	____________________	_____ %
	3.	____________________	_____ %
	4.	____________________	_____ %
	5.	____________________	_____ %
	6.	____________________	_____ %
	7.	____________________	_____ %
Lowest Paying	8.	____________________	_____ %

HOW MUCH DOES IT PAY (CONT'D)

PART II.

SUGGESTED USE: Overhead projector

According to information provided in *Working Women News*, Vol. 1, No. 3, April 1979 (P.O. Box 7038, Santa Rosa, CA 95401), the rank order of jobs and the percent of women jobholders is as follows:

	OCCUPATION	WAGE RANGE	% OF WOMEN IN OCCUPATION
1.	CARPENTER	$10-12 per hour	Less than 1 percent.
2.	PLASTERER	$10-11 per hour	About 1 percent.
3.	AUTO BODY	$9-10 per hour	Less than 1 percent.
4.	TRUCK DRIVER	$6-8 per hour	About 1.2 percent.
5.	REGISTERED NURSE	$6-7 per hour	About 97 percent.
6.	TELEPHONE OPERATOR	$5-6 per hour	About 96 percent.
7.	LICENSED PRACTICAL NURSE	$4-5 per hour	About 97 percent.
8.	TYPIST	$3.50-4.50 per hour	About 96 percent.

Reference: Carvell, Fred et al, Choices and Challenges: A Student Guidebook About Non-Traditional Career Opportunities, 1979, pp. 38-39.

What's Non-traditional For Me?

DIRECTIONS:

Have students identify 10 jobs which are nontraditional for females and 10 which are nontraditional for males.

DISCUSSION:

Are there disagreements about what is nontraditional for males and females?

Was it easier to list nontraditional jobs for women than men? If so, why do you think this has occurred?

Would you be interested in any of these nontraditional jobs? Why or why not?

What kind of courses should you be taking to be qualified for this job?

What are the most important qualities or skills needed for the job?

Are any skills sex-related (that is, they can only be performed by one sex)? Why? Can you think of any exceptions?

If skills are not sex-related, can training/education be obtained for members of both sexes? If not, why?

Would you be interested in working at this job? Why or why not?

EXPANSION:

Have the students research individuals outside their community who are in nontraditional jobs (e.g., celebrities, government officials, business people, etc.) by reading about them and/or by conducting interviews.

Reference: Liggett, Twila et al, The Whole Person Book: Toward Self-Discovery & Life Options, 1979, p. 144.

Jobs Are For Qualified People

TO THE STUDENT:

For a long time we have held the belief that some jobs should only be done by men. We also have thought that other jobs should only be done by women. For example, men should be truck drivers and women should keep house. What do you think? Is it important that these jobs be done by a male or female? Or is it more important that they be done by persons who can do them best? Let us see if we can answer this question.

Occupational Requirements

Below is a list of job advertisements. Each describes the kind of skills that you need in order to do a certain job well. Read each one carefully. Then, in the space next to each job description, write an (F) if you think that females would be much better at doing this job. Write a (M) if you think that males would be much better at doing this job. If you think that both males and females could do the job, write a (B).

1. ___ WANTED: *Someone who knows a lot about books. You need to know what the books are about and how to use them to find information. You also have to keep up to date on new books which are written about many different topics.*

2. ___ WANTED: *We need someone who is very strong and healthy and physically coordinated. You need to be willing to do a lot of physical exercise and you have to practice very hard for long periods of time.*

3. ___ WANTED: *We are looking for someone who is very interested in plants and animals. You need to have a good understanding of nature. You must be a careful observer so that you can keep good records of the plants and animals around you.*

4. ___ WANTED: *We want someone who has artistic skills and who knows how much different materials cost. You need to be a good listener so you will understand exactly what your clients want you to do for them. You also should know the kinds of surroundings that people like to be in when they work or play.*

5. ___ WANTED: *We need someone who is very responsible. You must be a good reader and read carefully. You will need to know about different medicines and know how to prevent getting sick or injured.*

Reference: Kent, Martha et al, Competence is for Everyone: Unit 3. Male and Female, 1978, p. 38

OTHER MUNCHIES

APPENDICES

Good for additional information, assessments, and visual aids

SRA helps you handle STEREOTYPING

"HE" AND "SHE": CHANGING LANGUAGE TO FIT A CHANGING WORLD

By Carole Schulte Johnson and Inga Kromann Kelly

Vol. 1, No. 4

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"Inclusionary" language is fast becoming the norm in everyday speech, classroom interaction, and public address. As educators, should we not adopt and encourage use of the inclusionary language model?

A recent Washington, D.C., social news column featured a woman appointed to a high level government position. The columnist did not overlook the opportunity to point out that "She . . . doesn't go in for that chairperson-instead-of-chairman nonsense."

But is it nonsense? Is the question of language usage simply one of individual preference, or are there implications, beyond mere preference, which ought to be taken seriously by educators? How do children react to certain aspects of traditional language? What are implications of current research findings? Are we aware of what is happening in the "real world" with respect to language changes?

As a framework for considering this matter, we propose an analogy. Suppose as a medical doctor you have the choice of prescribing Drug A or Drug B for a given ailment. Both drugs have the same probability of curing or relieving the ailment, but Drug A has the possibility of causing negative side effects for some people, while Drug B does not. As a doctor, which drug are you going to prescribe? Recognizing that life is seldom so clear-cut, we suggest that Drug A is analogous to traditional language. It does have the possibility of causing or contributing negative side effects for certain groups of people, while language of the Drug B type eliminates this possibility. Using the language analogy, Drug A would be labeled *exclusionary* language, Drug B, *inclusionary* language.

Exclusionary language functions in two ways. First, its traditional usage excludes females in effect if not by intent, because words such as "chairman" and "newsman," allegedly gender-generic, tend to be interpreted as being gender-specific. Second, the reversal of traditonal usage excludes males in effect as well as by intent when gender-specific terms such as "chairwoman" and "saleswoman" are used. Inclusionary language is that which does not exclude, either by intent or in effect, on the basis of sex.

"Mailmen" are not "Ladies"

Young children react literally to language. We recently observed a three-year-old attempt to retrieve a bottle from a cabinet. The small space required that the bottle be tipped sideways first. "Use your head," cajoled her father, observing the dilemma. The youngster promptly stuck her head inside the cabinet and proceeded to push at the bottle. Use her head? She did as she was told!

This kind of literal language interpretation (coupled with firsthand observation) reinforces children's perceptions that certain occupations must be held by males. Listen to preschoolers argue that "policemen," "firemen," or "mailmen" are men, *not* "ladies," and reflect on the negative side effects of inaccurate concept shaping for both boys and girls. Traditional language constantly shapes and reinforces the concept that boys are "supposed" to be in certain occupations, while girls are not. At best, traditional language fails to contradict the exclusionary concept (regardless of how it is formed initially), while it does serve to reinforce it.

Children have no difficulty learning inclusionary language. The three-year-old son of one of the authors knows that people who fight fires are "firefighters." He uses the term because adults have provided him with this language model. "Firefighter" not only retains the important concept (and actually enhances the imagery), but the term encourages recognition that the occupation is open to all who have the ability and the desire to pursue it.

But, we are told, inclusionary language sounds so "funny." How awkward is it to say "salesperson" for "salesman" or "saleswoman"? "Salesperson" has been in common use for some time. A nine-year-old matter-of-factly explained to a faculty member that his father was the new department "chairperson." The youngster had no difficulty with the term; what our ears become attuned to is what sounds "right." Political figures, sensitive to their constituencies, use "his and her," and "person" nouns with golden-tongued ease. They recognize the impact of language.

Moreover, exclusionary language is inefficient. Young children learn that "man" means male, not only because

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We at SRA share with other publishers the determination to offer materials that are not merely free of overt bias, but that actively encourage whenever possible a belief in the equal worthiness of all people, regardless of gender, racial background, religious preference, choice of occupation, economic condition or any other circumstance.

Until educational materials reflecting this increased sensitivity can reach the classroom, teachers will be seeking activities that can be used to counteract omissions or insensitivities contained in current materials. To help meet the need for these activities, SRA is reprinting significant articles in professional and mass media that will help all of us understand the problem and assist teachers in conveying to youngsters a respect for human variety.

We would appreciate your input (and your contributions) in this exchange of information on a very important topic.

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they interpret literally, but because that is the sole meaning of the word as it is used at their level. Later, however, children must somehow unlearn this concept, or they must modify it to encompass the masculine used as the generic. This does not seem to be an insurmountable task, until we observe that there is no clear way to determine when "man" is generic, and when it is not. For example, does the club constitution which states that all "men" with certain qualifications are eligible for membership mean that the club is inclusive ("mankind"?) or sex exclusive?

At this point, let us offer a second analogy. To avoid some of the problems and hazards of living, we practice prevention by employing measures such as those which protect us against fires, disease, and accidents. Prevention usually requires the avoidance of certain actions as well as the inclusion of other actions or measures expected to have a wholesome effect. Thus, to remove the possibility of negative side effects of language, we need to avoid exclusionary language while consciously using inclusionary language.

Research Implications

Concern about the exclusionary nature of English is evidenced by the writing of people such as linguists Key and Lakoff, social scientists Bosmajian and Kidd, and educators Tiedt and Burr, Dunn, and Farquhar. They write on the subject of language bias and include the generic use of "man" and the masculine pronouns in their analyses.

Three studies are of particular interest because subjects were asked to respond to different ways of using language. College students in Kidd's research responded to 18 statements in which the masculine pronoun and "man" were used traditionally. They were to identify each pronoun antecedent according to several characteristics, including sex. For the first nine statements, the identification was open ended, so that the sex of the referent could be identified as male, female, either, or both:

The potentialities of *man* are infinitely varied and exciting.

Social status ______ Financial position ______

Sex ______ Race ______

The second nine statements were in a forced-choice format:

A painter may or may not acknowledge the laws of perspective. *He* accepts such limitations if they further the kinds of reality he is trying to achieve.

a. female-male
b. successful-unsuccessful
c. white-black
d. rich-poor

Kidd found that the subjects did not respond inclusively to the generic pronoun either in the free-choice or the forced-choice situation. In the free-choice, males were selected 407 times and females 53 times. Kidd concluded that the masculine pronoun as the generic is not generally interpreted as representing a neutral antecedent; it is, in fact, considered male. She suggests that since the intended purpose is not accomplished, its continued use seems unwarranted.

Schneider and Hacker asked college students for newspaper and magazine pictures to illustrate a proposed sociology textbook. Two forms of chapter titles were used. Both forms contained eight common titles which were neutral in gender, for example, Culture, Ecology. In addition, one form used five "man"-associated labels such as "urban man" and "political man" while the other form contained comparable inclusionary titles such as "urban life" and "political behavior." Schneider and Hacker found that 64 percent of students receiving "man" titles submitted pictures containing only males, compared with 50 percent of those receiving the inclusionary titles. The authors concluded that a significantly large number of students did not interpret "man" generically.

Bem and Bem asked high school seniors to rate twelve job advertisements on an interested-uninterested scale. Eight ads identical on all three forms contained inclusionary language. The language of four telephone ads varied. Operator and service representative positions were considered traditionally female, while "frameman" and "lineman" were considered traditionally male. The company's traditional exclusionary language was used in Form I. Form II employed inclusionary language while sex-reversed exclusionary language was used in Form III, for example, telephone operator was referred to as "he," while "frameman" became "framewoman." The following results were obtained when subjects were asked to indicate interest in the traditional opposite-sex jobs:

Language Type	*Women*	*Men*
Traditional exclusionary	5%	30%
Inclusionary	25%	75%
Sex-reversed exclusionary	45%	65%

Because the only difference in these ads was the language used, the conclusion that for some people, both male and female, language has a strong effect seems inescapable.

Emerging Trends

Sensitivity to the use of inclusionary language in the "real" world is growing. Leading publishers such as Scott, Foresman and Company and McGraw-Hill Book Company[*] have issued guidelines for improving the image of women in books. Included in the guidelines are alternatives for exclusionary language, such as humanity, human race, human beings, or people for "mankind," as well as examples of alternatives to generic use of masculine pronouns. Iris M. Tiedt, editor of *Elementary English*, has provided guidelines for inclusionary language for those submitting manuscripts.

In the state of Washington, the Higher Education Personnel Board revised its job classifications to eliminate "man" terms. Thus, "appliance serviceman" is "appliance mechanic," "seedman" is "seedworker," "offset pressman" is "offset press operator." Similarly, the U.S. Department of Labor has changed its dictionary of occupational titles so that "person" replaces "man." Its Office of Workmen's Compensation Programs has been officially changed to the Office of Worker's Compensation Programs.

Thus, inclusionary language is already part of the "real world" of everyday speech, classroom interaction, and public addresses. Moreover, it is appearing with increasing frequency in textbooks, newspapers, and magazines. If we, as educators, view our role as that of facilitating individual development to the fullest, should we not also adopt the inclusionary language model? The trend is here. What is our choice—to help or to hinder? We predict that when our present preschoolers are adults, inclusionary language will be the norm and everyone will marvel at the fuss over language usage 'way back in the '70's!

[*] Since then other publishers, including SRA have issued guidelines for providing bias-free materials.

Carole Schulte Johnson, Associate Professor of Education, and Inga Kromann Kelly, Professor of Education, both at Washington State University, Pullman.

SRA helps you handle
STEREOTYPING

JACK AND JILL FIGHT BACK

classroom activities by Linda Clark

Volume 1, No. 1

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October, 1975
Media & Methods Magazine
401 North Broad Street
Philadelphia, Pa. 19108
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Sex-role stereotyping is still very much a part of contemporary society. Students confront it every day on television, in movies, on the pages of their books and magazines, and in the attitudes of their elders and peers. Coming as it does at a time when young people are formulating their self-image, this kind of role definition not only limits the horizons of female students, but also inhibits males from developing in many directions that their desires and abilities might lead them.

Many fine materials are now available which make a conscious effort to correct these distortions. In addition, teachers can use classroom activities that shed considerable light on how males and females are defined in the society at large and in the minds of students.

What follows is a sampling of such activities. By focusing on the values underlying our current attitudes about women and men, they can help students become less conforming, less apathetic, more decisive, and more critical.

Bubbles, Bangles and Booze

Obtain from the library twenty or thirty back issues of popular magazines which contain extensive advertising—news weeklies are an excellent source—and span the years from the '50s to the present. Distribute these magazines among small groups of students, and instruct them to:

1 – List the kinds of activities engaged in by the males and the females in the ads.
2 – List the role or function that the ads appear to assign to the males and females.

After the groups have completed their surveys, discuss the results and their implications.

"... but I'm not prejudiced."

This activity is adapted from Richard Reichert's *Self Awareness Through Group Dynamics,* (Pflaum Publishing Co., pp. 69-76). Instruct all the students to fold a blank piece of paper vertically, and to number each side one-through-six. Then tell them to write their answers to the following questions as either "yes," "no," or "uncertain." Request that no discussion take place until the exercise is completed.

Part I

1 – Would you mind if your doctor were a woman?
2 – Do you think it is all right for a man to be a dancer or hairdresser?
3 – Do you think a woman would make a good leader for a country?
4 – Is it a good idea for a man to be a kindergarten teacher?
5 – Do you think women are worse soldiers than men?
6 – Do you think males and females should participate together in school sports?

Part II

1 – Have you ever been to a doctor who is female?
2 – Have you ever known a male hairdresser or dancer?
3 – Can you write five facts about a woman who is now or has been a leader of a country?
4 – Have you ever had a male kindergarten teacher?
5 – Do you know any women soldiers personally or can you write five facts about women soldiers?
6 – Do you know any males or females who have participated in mixed school sports?

Scoring

Each question is scored on the basis of the answers given it in Part I and Part II.

Part I		Part II		Points
yes or no	+	no	=	0
yes or no	+	yes	=	1
uncertain	+	no	=	2
uncertain	+	yes	=	3

interpretation of total scores

15-18 points	very open-mined
10-14 points	average open-mindedness
5-9 points	prone to prejudice
0-4 points	very prejudiced

We at SRA share with other publishers the determination to offer materials that are not merely free of overt bias, but that actively encourage whenever possible a belief in the equal worthiness of all people, regardless of gender, racial background, religious preference, choice of occupation, economic condition or any other circumstance.

Until educational materials reflecting this increased sensitivity can reach the classroom, teachers will be seeking activities that can be used to counteract omissions or insensitivities contained in current materials. To help meet the need for these activities, SRA is reprinting significant articles in professional and mass media that will help all of us understand the problem and assist teachers in conveying to youngsters a respect for human variety.

We would appreciate your input (and your contributions) in this exchange of information on a very important topic.

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The Ideal Adolescent

Instruct the students to call out adjectives or phrases which describe what they consider to be the ideal adolescent. Be sure not to specify the sex of this hypothetical person. When all the words have been written on the board, repeat the exercise for the ideal male adolescent, then for the ideal female adolescent. Label each group of words with the appropriate designation. Discuss the differences in the descriptions. Why are such distinctions made? What is the value of such categorizing?

Fantasy Interview

Have the students ask faculty members or other students the following two questions:

1 – What would you ideally like to be doing with your life right now or in the near future?

2 – How would you have answered that question if you were a member of the opposite sex?

Have the students share their responses with the class. Then ask them to discuss or write essays about the posssible reasons for the various results.

Gender Game

Display pictures of objects from the home or school environment (e. g., hammer, pencil, doll, apron, nail, soap, book, football) and instruct the students to assign a gender for each article: male, female, neither, both. After the writing is completed, discuss the results and discrepancies. Question how the objects came to be assigned specific genders, and the appropriateness of such labeling.

Adolescents: 1980

Ask a few students to volunteer for roleplaying situations which demonstrate a typical sex-role models, such as the following:

1 – A boy is trying to convince his father that it is best for him to study dress designing rather than architecture.

2 – A girl is trying to convince her mother that she should enlist in the army rather than attend the local secretarial school.

3 – A young couple is trying to explain to their parents why the wife is attending medical school, while her husband works as an auto mechanic to support them until she graduates.

Sexism at 33 rpm

Ask the students to bring to class some of their records in which the vocalists sings about relationships between males and females. Play some of the records for the class, specifying that they attend to the lyrics. After each song, discuss the stereotyped or non-stereotyped portrayals of male and female roles. Explore the effect that these portrayals could have on the listeners. In the case of sexist lyrics, suggest that the students rewrite them in a less stereotyped fashion.

Step Into My Shoes

Give each student one or more index cards. On one side of each card, have them write their sex, but not their name. Then have them write one activity they perform, or rule they must obey at home or school, which is assigned to them solely on the basis of their sex. On the back of the card, have them write a logical reason why they should not have to obey the rule or perform the duty.

Gather all the cards, mix them up, and place them in two piles according to sex. Ask a class member to choose a card from a pile of the opposite sex, read the front of the card aloud, and provide a logical reason why the author of the card might feel the rule or duty to be unfair. Then ask the speaker to read aloud the rationale on the back of the card. Allow the class members to comment on any differences in the two explanations.

Birds of a Feather

Label one section of the chalkboard "male" and the other "female." Ask the male students to write words which they think describe females on the "female" section, and the females to write male descriptive words on the "male" section. After the writing has ceased, ask the males and females to evaluate the words which the opposite group wrote to describe them. Discuss additional words that each group might add to its own list, the rationale behind each group's responses, and the effects of stereotyping on members of each group.

You Said a Mouthful

Have the students fold a piece of paper vertically and number each column one-through-eight. One column should be labeled "male," the other "female." Then ask them to write the first word that comes to mind to describe or name each of the following:

1 – Unmarried 45-year-old men. Unmarried 45-year-old women.

2 – Females who dominate their family. Males who dominate. . .

3 – Males who are outspoken with their opinions. Females who are outspoken. . .

4 – Wives who boss their spouses. Husbands who boss. . .

5 – A teenage boy who is unmarried and sexually active. A teenage girl who is unmarried. . .

6 – A teenage girl who drinks, tells dirty jokes, or swears. A teenage boy who . . .

7 – A man who excels in sports. A woman who . . .

8 – A woman whose job is cleaning house and cooking. A man whose . . .

When the exercise is over, discuss the results and the impact that language has on our thoughts and behaviors.

Where Do You Stand?

Administer the following attitude survey and use the results for a debate, writing assignment, or research project. Indicate whether you agree or disagree with the following:

1 – Swearing is more repulsive in the speech of females than males.

2 – Under ordinary circumstances, males should be expected to pay all expenses on a date.

3 – Telling dirty jokes should be mostly a male behavior.

4 – Men should open doors for women.

5 – Intoxication is worse in a female than in a male.

6 – Women should be expected to obey their husbands.

7 – A woman should be as free as a man to propose marriage.

8 – Women should worry less about their freedoms and more about being good wives and mothers.

9 – It is ridiculous for a woman to have a job while her husband stays at home.

10 – Women should be paid for the housework they perform.

The activities listed here can be used on their own, or to accompany the study of a particular aspect of communications arts or social studies which involves sex stereotyping. The activities can either precede the study as a way of focusing student attention, or follow it as a technique for applying this question to their own lives. In whatever application, the activities rarely fail to engender a spirited and revealing discussion.

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Kojak Revisited: The Nature and Costs of Male Sex Role Stereotypes

By David Sadker, Director
Mid-Atlantic Center for Sex Equity
1982

In this issue, certain aspects of how sex bias affects men and boys are explored. The following article examines the modern male stereotype as reflected in a television model, and discusses the limitations of that model as well as general negative elements of male sex-role stereotyping.

The glistening black Ford swerves as it rounds a corner in lower Manhattan. The car's rotating light beams a macabre red glow of the city streets. The door opens and Theo Kojak steps out. His black stylish hat and coat seem to blend naturally into the night. Neatly sidestepping a body bleeding its life onto the pavement, Theo removes his lollypop and growls, "Is he looking for something,... or is he dead?" "Dead" says Crocker, and America settles in for another episode of Kojak, New York, and the male sex-role stereotype.

Television ratings indicate that many viewers obviously enjoy the sarcastic, rough-and-tumble antics of this New York City cop. But the ratings do not indicate that the viewers are also being offered a model of several aspects of the male sex-role stereotype. Television represents a primary source for disseminating sexist portrayals of men as well as women. But television represents only one source. Family, friends, literature, and schools also play significant roles in transmitting society's expectations of appropriate male and female thought and behavior.

Although a great deal of attention has been focused on the impact of sexism on females, few individuals are aware of the nature of the male sex-role stereotype. Fewer still realize the restrictive and limiting impact of this stereotype. In this article, I shall review some of the characteristics of the male stereotype and indicate some of the penalties inflicted on men who adhere to it.

Kojak demonstrates several characteristics of the male stereotype. He is cool and unemotional. Outrageous crimes strengthen Kojak's resolve to find the perpetrator, but never move him to show that he "feels" or "shares" in the human loss. For Kojak and other men, the lessons of "suppress your emotions," "never cry," "never open up," have been well learned.

Men are also taught to be extremely competitive, sometimes to the point of winning at any cost. Young boys who give their all to the Little League, grow to become the men who are all often willing to win at any cost, to gain that new contract, to get an early promotion, to win the next election.

Unbridled competition and the uncompromising need to win have been succinctly summarized by that great American philosopher, Vince Lombardi: "Winning is not the most important thing. It is the only thing."

The male stereotype also dictates appropriate careers. Kojak as a police officer is quite satisfactory and has ample opportunity to demonstrate his tough masculinity. But Kojak the ballet dancer, or nurse, or kindergarten teacher would face social pressure demanding that he pursue a more "masculine" career.

Whatever socially acceptable occupation men choose, they all share a common evaluation, for money is used as a standard of masculinity. If the female stereotype frequently is portrayed as a sex object, then the male counterpart is often seen as a money object. Men who earn thirty thousand dollars are valued as more manly that men who earn seven thousand, as any woman looking for a "good catch" could readily tell you.

There are a variety of other components of the male stereotype. Society instructs men on the need to be mechanically inclined (with the corollary instruction that women ought not be mechanically knowledgeable). And men should also be proficient in math and the sciences. Probably you can think of additional skills and attitudes which have been traditionally emphasized as important for men. But what may be less familiar to you is the cost of this stereotype, so let's turn our attention to the penalties men pay by adhering to this stereotype.

Although girls encounter societal pressures to conform to a limiting sex-role stereotype, boys also find severe and in some ways more rigid restrictions. For example, a young girl who plays baseball and generally participates in activities considered masculine is tolerantly termed a "tomboy" and thought to be "going through a phase." One day she will "discover boys," wear dresses, and all will be well.

But for a boy to deviate from societal norms would indeed be disastrous. Playing with dolls is usually perceived as neither a phase nor as an appropriate preparation for fatherhood; rather it is seen as a cause for concern, perhaps indicating a need for professional help. "Sissy," "fag," and other negative terms are used in place of the neutral "tomboy" term. (By the way, there is no non-derogatory equivalent term for boys--did you ever hear of "Janegirl?")

As these boys grow to manhood, they fare little better as society continues to shape them to conform to the accepted male role. Men are taught to be dominant and take charge. Men who are sensitive and nurturing are often made uncomfortable, as if these qualities were unnatural for them. One result of this pressure and training is that men do not place much importance on nurturing their own children. They have become "trans-parents," leaving the raising of children to their wives. One study revealed that the father of a one year old child or younger spends less than twenty minutes a day with his child, and only thirty-eight seconds of that is involved in active interaction.

Because the male stereotype also encompasses the responsibility of being the major wage earner, men work and work and work. Long hours in the office or holding down two jobs also pulls husbands and fathers away from their families. The competition involved in seeking promotions and higher salaries may also serve to alienate men from other men. In their quest for a greater income, men increase the distance between themselves and their families and friends.

The effective and enjoyable use of leisure time and cultural activities are also sacrificed upon the altar of this emphasis on earning. The retirement years, supposedly the fruit of all this effort, also may be short-lived. After all this single-minded effort, many men find that, outside of their work, they have little to bring direction and purpose to their lives. The retirement years become meaningless, and also short, for the average male lives to only sixty-seven, dying eight years sooner than the average woman. As a matter of fact, all during his life the typical man is more susceptible to contracting and succumbing to serious disease than is the typical woman.

Men who buy into the male stereotype pay other costs as well. Their career choices are restricted to acceptable male occupations, and such fields as working in a child care facility are frowned upon. Legally men involved in divorce proceedings must fight an uphill battle to gain custody of their children. And again, these are only some of the penalties of the male stereotype. How many other costs of sexism against men can you identify?

Perhaps one day in the not too distant future, there will be a television series about a man named Kojim, who finds raising his children as or more important than his job. He will be a man who has the strength to shed a tear, and the time to share his thoughts and concerns with his friends. He may share in household chores, and his wife's career is as important as his own. Perhaps Kojim enjoys being an amateur artist and is as concerned with enjoying all the aspects of his life as he is with a never-ending quest for the stereotypic and restrictive image of the masculine stereotype.

There is room in television for both Kojak and Kojim. But is television ready to confront the male sex-role stereotype? Are we?

As educators, we can turn our attention to the sexist attitudes and behaviors which permeate most of our schools. Counseling practices and tests which channel boys into male sex-typed careers can be eliminated. Teacher interaction pattern which award boys greater attention than girls and also penalize male misbehavior more harsely than female misbehavior should be changed. Curricular materials that sex-type male and female attitudes and actions can be revised. The staffing patterns in schools which find the elementary and preschool years dominated by female teachers, while the administrative positions are populated chiefly by men, can be altered to reflect a more balanced view of both sexes in all positions. School, like the society at large, is replete with sexist practices, practices which Title IX attempts to eliminate.

Providing brighter and wider futures for boys and girls is one potential outcome of implementing Title IX. Educators who understand how sexism restricts the options of both boys and girls can provide leadership in implementing the spirit as well as the letter of Title IX. Educators committed to eliminating sexism in school and society will be enlisting in the effort to increase the options and potential of all our children and providing for a brighter and freer tomorrow.

CHECKLIST FOR MATERIALS EVALUATION

	YES	NO
LANGUAGE:		
1. Is the generic HE used to include both males/females when sex is unspecified?		
2. Is a universal male term used when the word is meant to include both sexes, e.g. mankind?		
3. When referring to both sexes, does the male term consistently preceed the female, e.g. he, she; men and women		
4. Are occupational titles used with men as the suffix, e.g. journeyman		
5. When a woman or man holds a nontraditional job, is there unnecessary focus on the person's sex, e.g. woman welder, male typist?		
ROLES:		
6. Is it assumed that the boss, executive, professional, etc., will be male and the assistant, helpmate, "gal Friday," will be female?		
7. Is tokenism apparent--an occasional reference to women or men in nontraditional jobs while the greatest portion of the material remains job stereotyped?		
8. Are men and women portrayed as having sex-linked personality traits that influence their working abilities--the female bookkeeper's loving attention to detail?		
9. Are both men and women shown in nontraditional occupations?		
AUDIO VISUAL MATERIALS:		
10. Are only male voices used consistently to narrate audio materials?		
11. Do illustrations of males outnumber those of females?		
12. Are women and men commonly drawn in stereotyped body postures and sizes with females shown as consistently smaller, over-shadowed or shown as background figures?		
13. Are bosses, executives and leaders pictured as males?		

Reference: Women on Words and Images, Guidelines for Sex-Fair Vocational Education Materials. (Publication date and page numbers are not provided in the text).

HOW TO USE BIASED MATERIALS CREATIVELY

Individual awareness of sexism in textbooks and instructional materials is an important first step in changing biased materials and their impact on all of us. Each of us has a responsibility for using our awareness to bring about some changes. The following represents a checklist of the things teachers can do to "act" on their awareness.

- "Level" with the students in your classroom. Point out racist or sexist bias of books or materials. Help them learn to identify sources of bias and important omissions in the materials.
- Develop classroom activities around identifying bias found in television, textbooks, movies, library books, magazines, etc.
- Incorporate the development of critical reading skills as an instructional objective for all your teaching, not just when special efforts are being made to identify bias in materials.
- Identify or develop supplementary materials which can help "correct" some of the bias of available materials.
- Invite persons employed in nontraditional occupations to provide additional information.
- Use bulletin boards, posters, pictures, magazines, and other materials to expose students to information commonly excluded from traditional materials.
- Develop a classroom collection of non-racist, non-sexist reading materials for students. Identify non-biased books for students to read.

Reference: Educational Challenges, Inc., Today's Changing Roles: An Approach to Non-Sexist Teaching, 1974.

Glossary of Terms for Sex Equity

ANDROGYNY	A state of being which is free from rigid sex-role stereotypes. The androgynous person is viewed as able to exhibit behaviors that are both traditionally feminine and traditionally masculine.
BIAS	An inclination of temperament or outlook; a highly personal and unreasoned distortion of judgement; a prejudice.
DISCRIMINATE	To make a difference in treatment or favor on a basis other than individual merit, or on a categorical rather than individual basis.
EQUAL	Regarding all persons or objects in the same way; impartial.
EQUALITY	The quality or state of being equal.
EQUALIZE	To make equal or to make uniform; to compensate for so that equality can be obtained.
EQUITY	Moving beyond elimination of discrimination; equalizing, reforming and improving. Based on concepts of fairness and justice.
FEMININE	Having characteristics or behaviors considered unique to women.
MASCULINE	Having characteristics or behaviors considered unique to men.
NONTRADITIONAL OCCUPATIONS	Those not traditionally held by members of one sex. For example, carpentry is a nontraditional occupation for women; nursing, for men.
ROLE	A behavior pattern typically expected of people who share a common characteristic.
SEX AFFIRMATIVE	Providing special assistance to one sex so she or he may benefit from the same opportunities as the other sex.

SEX BIAS	Behaviors resulting from the assumption that one sex is superior or inferior to the other.
SEX DISCRIMINATION	Any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex.
SEX EQUITY, SEX-FAIR	Treating both sexes in the same manner.
SEXISM	The collection of attitudes, beliefs, and behaviors which result from the assumption that one sex is superior or inferior to the other sex.
SEX-ROLE SOCIALIZATION	The differential processes and experiences used to prepare males and females for the roles that society defines as being appropriate for their sex.
SEX STEREOTYPING	Attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex.
STEREOTYPE	Conforming to a fixed or general pattern; a standardized mental picture that is held for members of a group.
TRADITION	The handing down of information, beliefs, and customs by word of mouth or by example from one generation to another without written instructions; an inherited pattern of thought or action; cultural continuity in social attitudes and institutions.

Reference: Murray, M. Eloise et al, Things Are Not Always As They Seem, 1982, pp. 9-10.

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P.S.

Hope you and others enjoyed using this guide. Do call the equity coordinator at 948-7461 with your questions, comments, and requests for additional sex equity materials, films, etc.